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ABSTRACT

An institutional self-study undertaken by Appalachian State University as part of the accreditation process is presented. This 13-stage analysis forecast societal trends and value shifts and established institutional goals for the 1980s. The study was based on a 10-stage "Futures Creating Paradigm" developed by the American Association of State Colleges and Universities. This volume covers the first seven stages of the self-study: a review of the institution's experiences over the past two decades; the use of existing data to summarize the present state of the sectors of the institution in terms of current self-study standards; assessment of societal trends and potential value shifts anticipated for the 1980s in 13 areas; an analysis of the impact of projected trends and value shifts on each sector of the university; and drafting objectives. Eleven aspects of the institution are examined: purpose, organization and administration, educational program, financial resources, faculty, library, student development services, physical resources, special activities, graduate program, and research. Eighty-three objectives are specified for these 11 aspects of the institution, and 13 societal topics are examined: population, institutions and government, global affairs, environment, energy, economy, science and technology, human settlements, work, lifestyles, equality, goals, and participation. (SW)

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Volume I

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Planning
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a 13-stage nontraditional self-study for

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Understanding the Past—STAGE 1
Analyzing the Present—STAGE 2
Examining Societal Trends—STAGE 3
Examining Societal Value Shifts—STAGE 4
Impact of Societal Trends—STAGE 5
Impact of Societal Value Shifts—STAGE 6
Formulating Institutional Objectives—STAGE 7

HE015763

PLANNING FOR THE EIGHTIES

A Nontraditional Self-Study

for

The Southern Association of Colleges and Schools

Volume I: Stages One through Seven

HE 015 763

Appalachian State University

Boone, North Carolina

1981

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INTRODUCTION

> The essential purpose of the Institutional Self-Study Program is the improvement of educational effectiveness in institutions of higher learning. The procedures of that program are designed to help institutions reassess their objectives, measure success in attaining objectives, explore ways and means by which educational efficiency may be improved, and prepare for the ever-increasing demands by society.

This statement from the Southern Association of Colleges and Schools' *Manual for the Institutional Self-Study Program of the Commission on Colleges* clearly summarizes the purpose of the self-study process. And it was to this statement that Appalachian State University turned in early 1978 as it began to plan for its decennial self-study for reaffirmation of accreditation by the Southern Association of Colleges and Schools. Recognizing that the main purpose of the self-study process is "the improvement of educational effectiveness," the university sought to propose a plan that would best serve its needs as it entered the 1980s. Whereas the university had experienced dynamic growth during the 1970s, it expected to be moving to a "steady state" mode in the next decade. This expectation lent added weight to the belief that it was essential for ASU to undertake systematic planning for the changes that would confront it in the 1980s.

Further examination of the self-study *Manual* revealed the significance the Southern Association attaches to planning for the future in the self-study process. In the section devoted to "Planning for the Future," the *Manual* calls for projections for the years ahead and suggests that the self-study seek "to identify the problems which the institution will encounter as it faces the future." The section ends with the following statement: "It should be recognized that one characteristic of the future will be continuous change, both the kind which the institution can effect and that change which is beyond the influence of the institution but to which it will nonetheless have to react."

Confident that a future-oriented self-study was not incompatible with the aims of the Southern Association, ASU began to search for a model which would allow it to capitalize on the substantial amount of existing institutional data generated for various studies and reports as a basis for the development of a plan that would prepare the university for a future characterized by continuous change. It was understood that this would entail the development of a nontraditional self-study.

Certain fundamental questions must be answered by those who seek to plan for the future of an institution:

1. What is our heritage? What kind of institution have we been in the past?

2. What kind of university are we at present? In what ways are we unique from other institutions of higher education?

3. What kind of university do we want to become? What are the opportunities and potentials for our institution in the future? Which of these opportunities are appropriate and feasible for us?

Developing a format to deal with the first and second sets of questions posed few difficulties. Using the traditional self-study standards (e.g., Purpose, Educational Program, Faculty, etc.), it would be possible to examine the past history and present state of each sector of the institution. Finding an effective format for the third set of questions required the consideration of a number of planning models. An experimental process developed by the American Association of State Colleges and Universities' Resource Center for Planned Change seemed most likely to meet ASU's needs.

Called "A Futures Creating Paradigm: A Guide to Long-Range Planning from the Future for the Future," this process seeks to enable institutions of higher education to deal adequately with the future and with attendant changes. Utilizing a ten-stage process, the paradigm provides a procedure for forecasting and analyzing the future as a basis for setting goals and formulating the policies with which to implement the goals. The assumption is that a number of external forces (e.g., population, the economy, science and technology) generate powerful socio-economic dynamics that have an enormous impact upon all institutions, including universities. At the same time, there are ideologies, cultural traditions, and values, often themselves in a state of flux, which help shape both institutions and society. If we can identify these external forces and values and analyze their interaction and impact upon the university, it should be possible to exercise some control over the forces that will shape the institution in the future. In other words, the objective is not to identify changes in order to react passively to them, but to enable the university, with its unique value system, to achieve greater power over the forces and factors that tend to shape society.

In August 1978, at the annual Administrative Advance attended by the Chancellor's Administrative Cabinet and the members of the Deans' Council, the Coordinator of Long-Range Planning introduced the idea of adapting the "Futures Creating Paradigm" to ASU's forthcoming self-study. Having received the support of the administration, he then presented the proposal to the University Committee for Institutional Studies and Planning, which was to serve as the Steering Committee for the next self-study. The committee also lent its support to the idea and began to develop the concept statement and prospectus required by the Commission on Colleges. During its deliberations the committee consulted with Marina Buhler-Miko, Acting

Director of the Resource Center for Planned Change, who visited the campus to discuss the "Futures Creating Paradigm."

The self-study prospectus developed by the Committee for Institutional Studies and Planning proposed that ASU begin with the traditional self-study components and incorporate them into a staged program based on an adaptation of the "Futures Creating Paradigm." The ten stages of the paradigm would be preceded by two traditional stages devoted to the institution's past and present and would be concluded with a final stage that provided for synthesis of the entire process. Thus, the proposed self-study would involve thirteen sequential stages:

Stage 1: Understanding the Past - a review of the institution's experiences over the past two decades.

Stage 2: Analyzing the Present - the use of existing data to summarize the present state of the various sectors of the institution in terms of current self-study standards.

Stage 3: Examining Societal Trends - an identification of societal trends anticipated for the 1980s in thirteen areas.

Stage 4: Examining Societal Values - an identification of potential value shifts in thirteen areas.

Stage 5: Examining the Impact of Societal Trends - an analysis of the impact of projected trends upon each sector of the university.

Stage 6: Examining the Impact of Value Shifts - an analysis of the impact of projected value shifts upon each sector of the university.

Stage 7: Formulating Institutional Objectives - the drafting of objectives for each sector of the institution, based on trend and value impact data and the drafters' best judgment about which objectives would create an effective and viable direction for the institution.

Stage 8: Testing the Compatibility of Objectives - the testing of each objective for compatibility with the institutional purpose and with every other proposed objective.

Stage 9: Constructing a Futures Scenario - the writing of two futures scenarios for each objective, one in which the objective is achieved and the other in which it is not attempted.

Stage 10: Foresight: Inventing Strategies - the development of strategies for the achievement of each objective.

Stage 11: Assessing Proposed Policies - an examination of the possible impact of proposed policies upon the various sectors of the institution.

Stage 12: Feasibility - an evaluation of proposed policies in the light of national and institutional constraints.

Stage 13: Synthesis - the setting of priorities among proposed policies and the recommendation of institutional goals for the 1980s.

Clearly, planning for the future entails careful attention both to those values which have traditionally been at the core of higher education and to the needs of individuals and society in a rapidly changing future. The university must take care that it neither abandon its role as a constructive critic of society and society's values, nor become an antiquated voice addressing issues and goals of little relevance.

In looking to the future, there are a number of time frames which can be considered. The short-range future, the next three to four years, can generally be anticipated on the basis of current trends. Most institutions as a matter of course plan this far in advance. The middle-range future, extending over a decade, is less certain. Current trends may change in intensity and strength over time and new trends may develop. Thus, while planning for the middle-range future is possible, the plans must envision a number of possible futures and provide for alternatives. The long-range future, extending from 1990 to 2000, is even more difficult to discern in detail.

The "Futures Creating Paradigm" aims at setting objectives or plans for the middle-range future, the decade of the 1980s. Thus the purpose of the process, as adapted to ASU's self-study, is to forecast societal trends and value shifts (the external forces) and examine the sectors of the university (the internal forces) in order to construct the context for the 1980s. This future context will furnish a framework for the setting of institutional goals which, with provision for periodic review and revision, will serve the university during the decade of the 1980s.

Although the major focus of analysis and planning was to be upon the eleven sectors of the university, it was decided that the academic departments would also benefit from individual self-studies, modeled after the general self-study. Therefore the prospectus proposed that each department undertake a brief self-study in which it would review its experiences over the past decade, examine its present circumstances and mission, and develop some assumptions and projections concerning its future role. Provision was made to share with the departments the general projections of trends and value shifts developed in Stages Three and Four and for departments to share their plans for the future with the drafters of institutional objectives in Stage Seven. The departmental self-studies were not to be printed, but would be maintained in the self-study backup files.

On January 22, 1979 the university received authorization from the Commission on Colleges of the Southern Association of Colleges and Schools to proceed with its nontraditional self-study. The Coordinator of Long-Range Planning acted as interim director of the self-study until May, when a director was appointed. In February committees were appointed for the first four stages and the self-study was underway. The complex thirteen-stage program illustrated by the flow chart on page 15 has required almost three years for completion. As the following list indicates, the self-study elicited broad participation from all elements of the university community, with approximately 375 individuals involved in the work of some 59 committees.

SELF-STUDY COMMITTEES AND MEMBERS

Steering Committee

1978-79

*Robert Reiman (Interim Director)
E. Miles Annas (Board of Trustees)
Barry Baker (Library)
Ruth Ann Cook (Inst. & Acad. Research)
Harvey Durham (Academic Affairs)
Eric Frazier (student)
Patricia Gaynor (Economics)
Richard Howe (Equal Oppor. Prog.)
Carolyn Jamison (Library)
Robert Keber (Geography)
Larry Keeter (Sociology)
Gray Marion (student)
Charles Porterfield (Comm. Arts)
Dottie Smith (College of Business)
William Steinbrecher (HPER)
James Stines (Phil. and Religion)
Ned Trivette (Business Affairs)
Michael Wise (Sociology)

1979-80

*Judith Pulley (Director)
Barry Baker (Library)
Thomas Bohannon (Stat-Comp. User Serv.)
Rennie Brantz (History)
Faye Broyhill (Board of Trustees)
Ruth Ann Cook (Stat-Comp. User Serv.)
Harvey Durham (Academic Affairs)
Eric Frazier (student)
Patricia Gaynor (Economics)
**David Harrison/Ken Futch (student)
Alan Hauser (Phil. and Religion)
Richard Howe (Equal Oppor. Prog.)
Thomas Jamison (Secondary Ed.)
Dean Mills (student)
Charles Porterfield (Comm. Arts)
Robert Reiman (Long-Range Planning)
Dottie Smith (College of Business)
**John Spencer/Dennis Gambill (student)
James Stines (Phil. and Religion)
Ned Trivette (Business Affairs)
Michael Wise (Sociology)

1980-81

*Judith Pulley (Director)
Miles Annas (Board of Trustees)
Thomas Bohannon (Stat-Comp User Serv.)
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Ruth Ann Cook (Stat-Comp User Serv.)
Harvey Durham (Academic Affairs)
**Eric Frazier/Ed Burchins (student)
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Alan Hauser (Phil. & Religion; Board of Trustees)
Dottie Hodges (College of Business)
Richard Howe (Equal Oppor. Prog.)
**Thomas Jamison (Secondary Ed.)/ Glenda Hubbard (Counselor Ed.)
Deborah Jones (student)
Kathi Jones (student)
George Lyne, Jr. (Mgmt/Mktg.)
Charles Porterfield (Comm. Arts)
Robert Reiman (Geography)
**Randy Sain/Rhonda Jones (student)
James Stines (Phil. and Religion)
Ned Trivette (Business Affairs)
Michael Wise (Sociology)

*Chairperson
**Membership change during the course of the year.

Stages 1 and 2	Stage 2 Augmentation
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Purpose Team: *William C. Strickland (Arts & Sciences) *J. Edward Harrill (Counselor Education)	David Collins (student) Albert Craven (Accounting) Mary Dunlap (English) Carolyn C. Taylor (Chancellor's Office) Edward Turner (HPER)
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Financial Resources Team: *Ned Trivette (Business Affairs) *Arnold McEntire (Computer Science)	Clayton Cooke (Audits and Systems) Rudy Curd (Mathematics) Chuck Gallagher (student) Lynn Holaday (Controller) George Lyne (Management & Marketing)
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Research Team: *Loren Raymond (Geology) *Willard T. Brigner (Psychology)	Mark Hunneman (student) Roland L. Tuttle (Counselor Education) Jeff Williams (Computer Center)

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John Higby (English)	William Derrick (Health Services)
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Kent Robinson (Biology)	Daniel Stillwell (Geography)
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*Roland Moy (Political Science) Oct 1979-	Marsha Davidson (Home Economics)
William Imperatore (Geography) Feb 1980	Edgar Greene (Biology)
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William Winkler (Physical Plant)	Ann Page (Sociology)
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Larry Ellis (Econ.) Sept '79 - Feb '80	
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Jerry Williamson (English)	
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Dumont Schmidt (Psychological Services)	
Matt Williamson (Political Science)	

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Stages 3/4 and 5/6	Stage 5/6 Augmentation
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Faye Broyhill (Board of Trustees)
Leland R. Cooper (ASHE)
Virginia Foxx (General College)
George Lyne (Mgmt/Mktg.)
C. Noyes Long (Art)

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Terry W. Cole (Communication Arts)
L. M. Perry (Mathematical Sciences)
Donald W. Sink (Arts and Sciences)
Robert Spilman (Board of Trustees)

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George Antone (History)
Frank Bruno (Learning/Human Develop.)
Dan Rountree (Mgmt/Mktg.)
Hubertien Williams (English)

Financial Resources Working Group:

*Robert Reiman (Long-Range Planning)
James Buchanan (Chemistry)
Howard Dorgan (Communication Arts)
Larry Ellis (Economics)
Lynn Holaday (Controller)
Dean Mills (student)

Faculty Working Group:

*Alan Hauser (Phil/Religion)
Vaughn Christian (HPER)
James Hathaway (Mgmt/Mktg.)
Loyd Hilton (English)
Claire Mamola (Secondary Education)

Library Working Group:

*Barry Baker (Library)
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Ole Gade (Geography)
Richard Haunton (History)
Marianne Suggs (Art)

Student Development Services Working Group:

*Charles Porterfield (Communication Arts)
Edward Allen (Political Science)
James Avant (Campus Rec. & Intra.)
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David Harrison (student)
Peter Petschauer (Watauga College)

Physical Resources Working Group:

*Eric Frazier (student)
Richard Arnold (Business Affairs)
Harvard Ayers (Anthropology)
Raymond Pulley (History)
Thomas Rokoske (Physics)
William Spencer (Music)

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Robert Lysiak (English)
Ben F. Strickland (Counselor Education)
Ronald Zigli (College of Business)

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Alfred Rapp (Industrial Arts)
Emily Rivinus (graduate student)
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Steven Millsaps (Economics)
Loren Raymond (Geology)
Henry Schneider (Psychology)

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Stage 8

The Steering Committee

Stages 9 and 10

Educational Program Committee:
*Clinton Parker (Academic Affairs)
William Griffin (Watauga College)
William Imperatore (Geography)
Milton Spann (Center for Dev. Ed.)
William Vanderpool (Bus. Ed.)
George Vaught (Foreign Languages)

Financial Resources Committee:
*Marvin Eargle (Mathematical Sci.)
R. Carroll Stegall (Music)
Harry M. Davis (FIRE)
Mae Reck (Elementary Education)
Joe Watts (Admissions)

Faculty Committee:
*Larry Keeter (Sociology)
Susan S. Cole (Communication Arts)
Sheldon Hanft (History)
Richard Henson (Biology)
William C. Hubbard (CID)
Mayrelee Newman (ASHE)
Margaret Polson (Art)
Terry Sack (Counselor Education)
Stephen Simon (History)
Mary J. Turner (Bus. Ed.)

Library Committee:
*Richard Haunton (History)
Thomas Allen (Bus. Ed.)
Allen Antone (Belk Library)
Beulah Campbell (Elementary Ed.)
Lester Keasey (Sociology)
Carl Moeller (Industrial Ed.)
Carol Sorensen (Belk Library)

Student Development Services Committee:
*Peter Petschauer (History)
Terry Cole (Communication Arts)
Barbara Daye (Student Affairs)
Ann Latta (student)
Richard Schaffer (Bus. Ed.)
William Sposato (Housing Operations)
Jim Tompkins (Special Education)

Physical Resources Committee:
*Dan Stillwell (Geography)
Richard Arnold (Business Affairs)
Vernon Carroll (Communication Arts)
Gary L. Morgan (Special Services)
James Overstreet (Mgmt/Mktg.)
Donald Saunders (History)

Special Activities Committee:
*Allen Wells (History)
Richard Ouellette (Mgmt/Mktg.)
Ron Terry (Community Services)
Roby Triplett (Bookstore)
Polly Trnavsky (Psychology)

Graduate Program/Research Committee:
*Joyce Crouch (Psychology)
John Coblertz (Belk Library)
Joyce Lawrence (Graduate School)
Jason Selph (Accounting)
Judy Wolfe (graduate student)

The Stage 9-12 reports for the Purpose objectives were written by the Director with the approval of the Steering Committee. The Organization and Administration objectives were distributed among several of the above committees (Educational Program, Financial Resources, Faculty, Physical Resources, and Research) throughout Stages 9-12 because these committees were considering other objectives similar in nature to one or more of the Organization and Administration objectives.

*Chairperson

Stage 11

Educational Program Committee:
Patricia Beaver (App. Studies)
H. Max Smith (Music)
Ruth Ward (Arts & Sciences staff)
David Yelton (student)

Financial Resources Committee:
*Joan Walls (Psychology)
Elbert Bowden (Economics)
Susan H. Cole (Mgmt/Mktg. staff)
David Palmer (student)
David White (History)

Faculty Committee:
*Walter T. Snipes (Psychology)
Art Crawley (CID)
Jeff Fletcher (Ed. Media)
Eric Frazier (student)
Gaye Golds (Belk Library)
Leon Lewis (English)
James Nelson (Mgmt/Mktg.)
Pat Rhymer (Personnel)

Library Committee:
*John Heaton (Belk Library)
Eris Dedmond (Reading Education)
William Gora (Music)
Cathy Smith (Bookstore)
Charles Speer (Accounting)
Roger Stilling (English)

Student Development Services Committee:
*Helen Latour (Foreign Languages)
Madeline Bradford (Elem. Ed.)
Sam Howie (Veterans Affairs)
Eugene Miller (English)
Donna Reid (student)
Jay Wentworth (Interdis. Studies)

Physical Resources Committee:
*Judy Cornett (App. Oral History)
Harold Carrin (Art)
Cordelia Inks (Belk Library)
Emory Maiden (English)
Eric Reichard (Industrial Ed.)
Randy Sain (student)

Special Activities Committee:
*John Reeder (Mgmt/Mktg.)
Ernest Hartley (Audiovisual Serv.)
O. D. Holton (English)
Michael Hussey (student)

Graduate Program/Research Committee:
*Albert Hughes (Sociology)
Ron Coulthard (English)
Ernest Lane (Mathematical Sciences)
Millard Meador (Speech Pathology)
Cindy Pope (student)

*Chairperson

Stage 12

Educational Program Committee:
*Winston Kinsey (Arts & Sciences)
Myrtle Austin (Admis. Prt. Prog.)
Will Deal (Summer Sessions)
William McCloud (Music)
Ken McEwin (Elementary Ed.)

Financial Resources Committee:
*John Geary (Business Ed.)
MacWilliam Disbrow (Music)
Libby Isaacs (Controller's Office)
Thomas McLaughlin (English)
Robert Snead (Dev./Pub. Affairs)

Faculty Committee:
*Thomas Rhyne (Graduate School)
Mell Busbin (Ed. Media)
Allie Funk (Sociology)
Robert Jones (Elem. Ed.)
Mary Moore (English)
Catherine Ross (Registrar's Off.)
Russ Walls (Psychology)

Library Committee:
*Carolyn Jamison (Belk Library)
Walton Cole (Music)
Larry Kitchens (Math. Sciences)
Robert McFarland (Ed. Media)
Richard Rupp (English)

Student Development Services Committee:
*Glenda Hubbard (Counselor Ed.)
Lynda Slate (Auxiliary Services)
Bill Ward (English)
Marvin Williamsen (Watauga College)

Physical Resources Committee:
*Roger Thomas (HPER)
Herbert Bowkley (Chemistry)
Ron Dubberly (Food Services)
Charles Michaels (Military Science)
Barry Rogers (Center for Cont. Ed.)

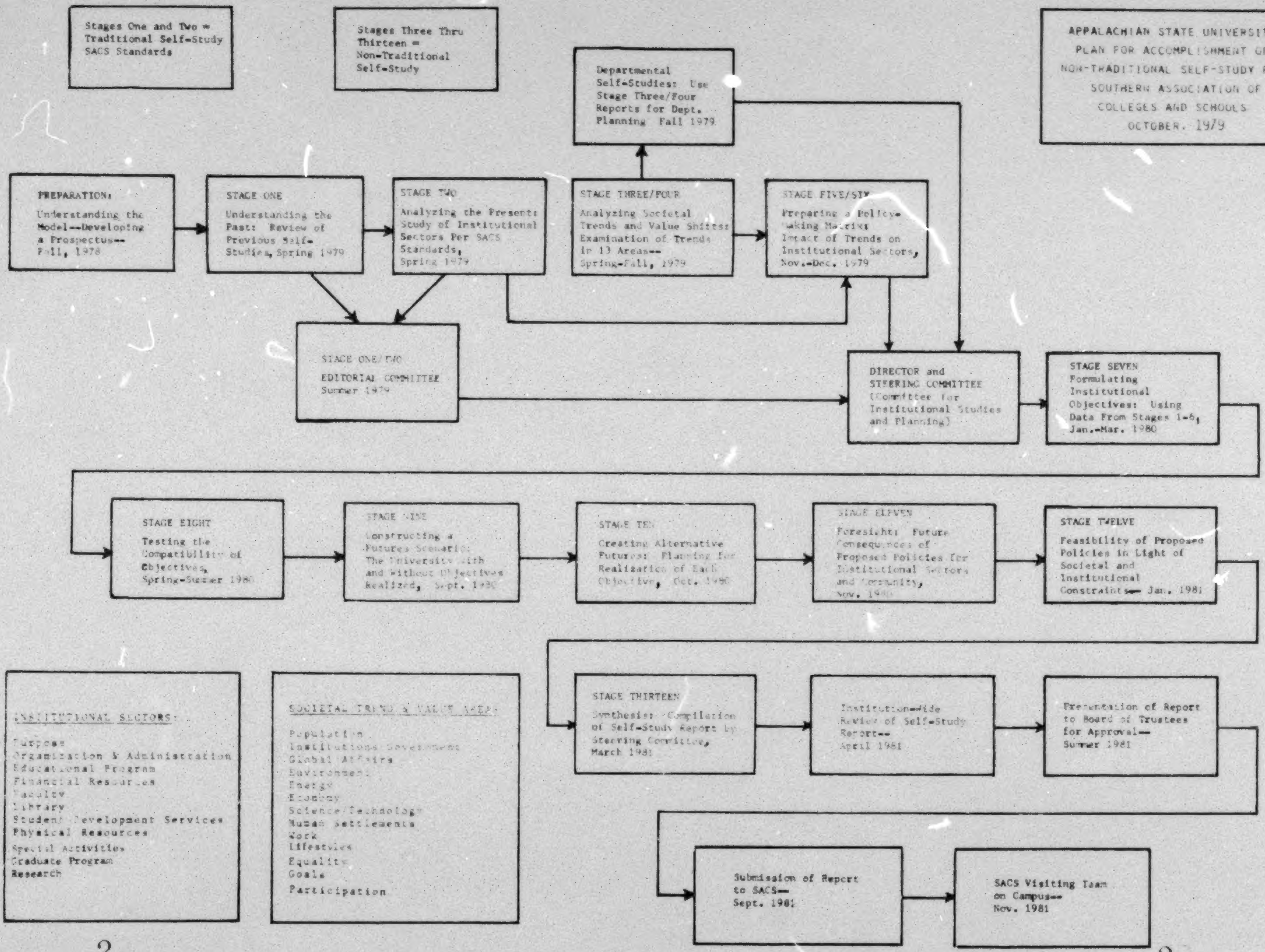
Special Activities Committee:
*Tony Gray (Camps & Outdoor Progs.)
Warren Dennis (Art)
Thomas McGowan (English)

Graduate Program/Research Committee:
*Richard Levin (Psychology)
Hans Heymann (English)
Eric Olson (Belk Library)
Elmer White (Music)
Cratis Williams (Special Projects)

*Chairperson

APPALACHIAN STATE UNIVERSITY
PLAN FOR ACCOMPLISHMENT OF NON-TRADITIONAL SELF-STUDY FOR SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS

OCTOBER, 1979


Stages One and Two = Traditional Self-Study SACS Standards
Stages Three Thru Thirteen = Non-Traditional Self-Study
Departmental Self-Studies: Use Stage Three/Four Reports for Dept. Planning Fall 1979
PREPARATION: Understanding the Model--Developing a Prospectus-- Fall, 1978
STAGE ONE Understanding the Past: Review of Previous Self-Studies, Spring 1979
STAGE TWO Analyzing the Present: Study of Institutional Sectors Per SACS Standards, Spring 1979
STAGE THREE/FOUR Analyzing Societal Trends and Value Shifts: Examination of Trends in 13 Areas-- Spring-Fall, 1979
STAGE FIVE/SIX Preparing a Policy-Making Matrix: Impact of Trends on Institutional Sectors, Nov.-Dec. 1979
STAGE ONE/TWO EDITORIAL COMMITTEE Summer 1979
DIRECTOR and STEERING COMMITTEE (Committee for Institutional Studies and Planning)
STAGE SEVEN Formulating Institutional Objectives: Using Data From Stages 1-6, Jan.-Mar. 1980
STAGE EIGHT Testing the Compatibility of Objectives, Spring-Summer 1980
STAGE NINE Constructing a Futures Scenario: The University with and without Objectives Realized, Sept. 1980
STAGE TEN Creating Alternative Futures: Planning for Realization of Each Objective, Oct. 1980
STAGE ELEVEN Foresight: Future Consequences of Proposed Policies for Institutional Sectors and Community, Nov. 1980
STAGE TWELVE Feasibility of Proposed Policies in Light of Societal and Institutional Constraints-- Jan. 1981
STAGE THIRTEEN Synthesis: Compilation of Self-Study Report by Steering Committee, March 1981
Institution-Wide Review of Self-Study Report-- April 1981
Presentation of Report to Board of Trustees for Approval-- Summer 1981
Submission of Report to SACS-- Sept. 1981
SACS Visiting Team on Campus-- Nov. 1981

INSTITUTIONAL SECTORS:

Purpose
Organization & Administration
Educational Program
Financial Resources
Faculty
Library
Student Development Services
Physical Resources
Special Activities
Graduate Program
Research

SOCIETAL TREND & VALUE AREAS

Population
Institutions/Government
Global Affairs
Environment
Energy
Economy
Science/Technology
Human Settlements
Work
Lifestyles
Equality
Goals
Participation

STAGE ONE

UNDERSTANDING THE PAST

Planning for the future of an institution requires more than a recognition of the forces that may affect that institution in the coming decade. It requires an understanding of the nature of the institution and an appreciation of the process of growth and change it has undergone in order to arrive at its present state. It requires, in other words, an understanding of the past history of the institution.

Stage One seeks to provide that perspective on Appalachian State University by briefly reviewing its evolution from a training school for teachers to university status within The University of North Carolina system. Using the documents associated with the institution's two previous self-studies for the Southern Association of Colleges and Schools, this review gives particular attention to the changes that have occurred within the various sectors of the institution over the years from 1960 to 1979. Following the format suggested by the 11 SACS standards, 11 teams, generally composed of persons who had participated in the previous self-studies, reviewed the documents and summarized their findings concerning the nature and pace of change in their respective sectors. These summaries provided the basic data for the brief narrative that follows.

Purpose

Appalachian State University, a member of The University of North Carolina system, is the product of an evolutionary process which began in 1899 with the establishment of a small private institution called Watauga Academy, created to provide better teachers for the schools of the mountains of North Carolina. For the next 65 years, the institution that was to become Appalachian State University maintained its exclusive commitment to the preparation of teachers, while undergoing changes in size, scope, and legal status.

State support was provided in 1903 when the North Carolina General Assembly authorized the establishment of the Appalachian Training School for Teachers. Property belonging to Watauga Academy was transferred to the newly-created state institution. In 1921, "in order to increase the numbers of trained teachers for the elementary schools," Appalachian Training School for Teachers was placed under the control of the State Board of Education and authorized to offer two years of college work. Legislation in 1925 changed the school's name to Appalachian State Normal School and instructed it "to prepare teachers for the public schools of North Carolina." Thus, between 1903 and 1925 the institution acquired state support, experienced a name change, and began to offer college-level work, but throughout the period its central purpose remained the training of teachers.

Status as a four-year college arrived in 1929, when the General Assembly assigned the institution a new name, Appalachian State Teachers College, and authorized the conferring of college degrees. The institution's catalog in 1929 stated that its purpose was "primarily and exclusively to prepare teachers for the elementary and secondary schools...." Graduate work was begun in 1943 when provision was made for the transfer from Appalachian to the University of North Carolina at Chapel Hill of up to 18 quarter hours of work in education, to be applied toward advanced degrees at UNC. By 1948 Appalachian was authorized to grant the master's degree.

Legislation in 1957 defined Appalachian's purpose as "the preparation of young men and women as teachers,supervisors, and administrators for the public schools of North Carolina, including the preparation of such persons for the Master's Degree...." But it also authorized it to "offer undergraduate instruction in the liberal arts and sciences...." A poll of the faculty in 1961 indicated that 72% thought the scope of the institution should be modified or enlarged. This conclusion was supported by the Purpose Committee for Appalachian's first self-study in 1962, which recommended that the primary role of the institution remain teacher education, but that two baccalaureate degrees (B.S. and B.A.) be awarded. The SACS Visiting Committee recommended that a comprehensive study be made of the advantages and disadvantages of expanding the purpose of the institution. Thus, by the early 1960s the teacher-training institution which in 1929 had achieved four-year college status was prepared to enlarge its purpose.

The 1964-65 catalog announced the first steps in this direction. Previous catalogs had defined the college's purpose as "specifically to prepare teachers, principals, supervisors, superintendents, and other school personnel." The 1964-65 catalog broadened the definition, stating that "Appalachian provides an opportunity for students to acquire a liberal education ...and to prepare for teaching, school administration, and other professional careers and public services." Consistent with this enlarged statement of purpose, Appalachian for the first time offered the B.A. degree and a B.S. degree without teacher certification.

Regional university status came in 1967 when the General Assembly changed the name of the institution to Appalachian State University. The legislation stated that the primary purpose of each regional university was to prepare teachers, supervisors, and administrators. But it also authorized such institutions to "offer instruction in the liberal arts and sciences including the preparation for the master's degree," to "conduct programs of research," and to offer "extension courses" and "lectures" to meet the needs of their constituencies. Legislation in 1969 confirmed the role of the regional universities as defined in 1967, but shifted the emphasis: "The Regional Universities shall provide undergraduate and graduate instruction in the liberal arts, fine arts, and sciences, and in the learned professions including teaching...." In addition, the regional universities were authoized to offer doctoral work after 1972, "with the consent of the Board of Trustees of the University and subject to approval of the North Carolina Board of Higher Education...."

The next, and most recent step, in the evolution of Appalachian State University came in 1972 when the university was merged into The University of North Carolina, a multi-campus system of 16 constituent public institutions of higher learning. At the same time the Board of Governors of The University of North Carolina was created to oversee the system, thereby altering the responsibilities of the Board of Trustees of ASU. In 1976 the Board of Governors, in Long-Range Planning, 1976-81, officially classified Appalachian State University as "a comprehensive university, offering programs at the baccalaureate, master's and intermediate level."

Organization and Administration

The development of the administrative organization of ASU has reflected the changes in purpose, identity, and size which the institution has undergone, especially since the 1960s. Beginning in 1903 with just two administrative officials, a Superintendent (later called the President) and a Treasurer-Business Manager, Appalachian created new positions as the need arose.

By the time of the 1962 self-study, a 12-member Board of Trustees was responsible for the management of all affairs of the institution. The chief administrative officer was the President, as had been the case since 1925. The remaining administrative structure included the Vice President and Comptroller; the Dean of the College; the Dean of Instruction; the Registrar; the Director of Graduate Studies; the Director of the Summer Session; and the Director of Foundations, Public Relations, and News Bureau; 14 department chairpersons; and various faculty councils and committees.

The 1961-62 self-study process prompted the production of "a manual of good administrative practices" and a description of the duties and responsibilities of each administrative officer, the several faculty councils and committees, and departmental chairmen. The Visiting Committee recommended that the organizational structure be carefully reevaluated in the near future and that consideration be given to grouping administrative responsibility in not more than four or five officials who report directly to the president. It was also suggested that these might be built around (1) instruction, (2) student affairs, (3) business affairs, and (4) institutional development, including foundations, alumni, and public relations.

In response to the needs created by the expansion of purpose beyond teacher preparation and the achievement in 1967 of regional university status, Appalachian experienced numerous and ongoing organizational and operational changes. The "line and staff" model for organization now in effect was initiated in 1964-65. Changes since then have reflected the growth and maturation of the institution in its transition from a teachers college to a university.

At the time of the 1971 self-study ASU was headed, as in 1962, by a Board of Trustees, with the President as the chief administrative officer. Four officials, directly responsible to the President, headed the major divisions of the university: the Vice President for Academic Affairs; the Vice President for Business Affairs; the Dean of Student Affairs; and the Director of Public Affairs. Also reporting directly to the President were the Assistant to the President and the Dean of Innovation and Change. Within the division of Academic Affairs were the College of Arts and Sciences, the College of Business, the College of Education, the College of Fine and Applied Arts, the General College, the Graduate School, and Learning Resources. There were 24 academic departments, with the College of Business just beginning the process of departmental organization. By September 1971 the College of Business had organized into four departments -- Accounting; Business Administration; Business, Economic, and Occupational Education; and Economics.

Merger in 1972 into The University of North Carolina system brought a number of changes in title, the President becoming the Chancellor and the four division heads becoming the Vice Chancellor for Academic Affairs, the Vice Chancellor for Business Affairs, the Vice Chancellor for Student Affairs, and the Vice Chancellor for Development and Public Affairs. Despite these changes in title, the organizational chart remained substantially the same throughout the 1970s, although there were refinements and additions within the administrative structure to accommodate the continuing growth of the university.

Educational Program

The development of the educational program of Appalachian State University paralleled its evolution from teachers college to university. Enrollment figures offer a clear illustration of the growth the institution experienced. Beginning with 250 students in 1903, Appalachian Training School for Teachers remained rather small until it achieved four-year college status in 1929. As Appalachian State Teachers College, its enrollment in the 1930s averaged 950 students per year. The student body declined during the war years, regained its previous size by 1946, and then entered a period of steady growth in the 1950s. At the time of the 1962 self-study, Appalachian had grown to 3091 students. By 1971, when the next self-study was undertaken, enrollment had jumped to 7345. During the 1970s, growth continued, but at a less dynamic pace, with over 8900 students enrolled on campus at the beginning of the 1978-79 academic year.

Admission requirements changed along with the institution's purpose and size. For many years, Appalachian admitted the graduates of any standard North Carolina high school upon the recommendation of the applicant's principal. However, by the time of the 1962 self-study, applicants were required to have graduated from an accredited high school, rank in the upper 75% of their graduating class, and present satisfactory scores on the Scholastic Aptitude Test. Beginning with the 1968 freshman class, applicants were admitted on the basis of a predicted grade-point average arrived at by a formula that took into account the student's high school record, rank in his/her graduating class, and SAT scores. This formula continued to be updated annually to assure validity.

During the past two decades, a number of special admissions programs have been introduced. These include the Admission Partnership Program for exceptional high school juniors, the Advanced Placement Program of the College Entrance Examination Board, a special "four-year policy" for adults, and the Breakthrough and Special Services programs for low income and minority students.

Reflecting the growth in enrollments, the number of applicants for admission to the freshman class grew from 1528 in 1961 to 4001 in 1971 to 4417 in 1978. The rate of approval of applicants, although varying from year to year, remained relatively steady. In 1961, 71% of those who applied were accepted, in 1971 70%, and 1978 73% were accepted. However, the number of applicants actually entering the institution fluctuated, from 61% in 1961 to 37% in 1971 to 53% in 1978, suggesting that students were regularly applying at a number of schools.

As the purpose of ASU broadened and its enrollment grew, the curriculum responded to the changing needs of the institution. During its early years as a teachers college, Appalachian offered just one degree, the B.S., leading to teacher certification at the primary, grammar, or high school levels. With the addition of graduate work, Appalachian also offered an M.A. in Education.

Major changes in educational programs have occurred during the last twenty years at ASU. During the 1960s, a period of rapid growth, curricular changes were dictated by the increase in the number of students and the change in philosophy which made ASU a multiple-purpose institution. During the 1970s, the growth rate was less rapid, and many changes were dictated by the adoption of the semester system and new trends in choices of majors, especially the rapid growth of interest in business-related majors and the proportional decline of enrollments in elementary and secondary education.

At the time of the 1962 self-study, students seeking the B.S. with teacher certification were offered a choice of 14 fields in which to major, and those seeking the M.A. could choose from 11 professional education areas. In 1971, when the next self-study was undertaken, ASU offered four undergraduate degrees (the B.A., B.S., B.M., and B.T.) with majors in 46 fields; two graduate degrees (the M.A. and M.S.) with majors in 25 fields; and two specialist degrees (Specialist in Education in three fields and Specialist in Science). By 1978, ASU offered six undergraduate degrees, with majors in 128 fields; three graduate degrees, with 60 majors; and two specialist degrees, with 11 majors.

During this period, the number of courses offered also expanded to meet the eight-fold increase in the number of degree programs. In 1961 the catalog listed approximately 715 courses. This number had grown to 980 by 1970, and the 1978 catalog listed by specific title approximately 1360 courses.

The 1971 self-study listed some areas of concern with respect to the curriculum. A complete review of the curriculum was suggested and was subsequently carried out in 1975 during the conversion from the quarter to the semester system. Review procedures were enacted in the curriculum area, but did not yield all the desired results. The establishment of new programs and new ventures with expenses which detracted from the funding of well-established and useful programs remained a problem. The library collections, a subject of concern in previous self-studies, were upgraded during the period 1974-79 by a special state allocation of approximately $1.2 million. The rental book system, another source of long-standing concern, remained in existence. The scheduling of student teachers in clusters near five teaching centers administered by the College of Learning and Human Development was introduced.

Several special programs were added or improved during the 1960s and 1970s, some of them in response to concerns expressed in previous self-studies. An experimental honors program was begun in 1958-59 and was still quite tentative at the time of the 1962 self-study. By 1971-72 the university had inaugurated a two-fold approach, offering both General Honors and Departmental Honors. Since then, the honors program has become a permanent part of the instructional program. Independent and individual study programs, relatively new at the time of the last self-study, matured and provided a reasonable alternative to the standard classroom approach. In 1972 a Foreign Study Council was organized to expand the university's study abroad program, and in 1977 the Office of International Studies was established.

The university also began in the 1970s to attempt to meet the needs of students with academic deficiencies. In addition to already existing laboratories in composition and speech and courses in remedial reading and handwriting, there was created within the General College a Special Services Office which offered counseling and special courses for the "high risk" students admitted to Appalachian.

Other recent additions included a series of interdisciplinary studies courses and the residential-college multidisciplinary program for freshmen and sophomores known as "Watauga College." Two bases for off-campus study were provided with the establishment of the "Loft" in New York City and the Appalachian House in Washington, D.C.

The Center for Instructional Development was established in July 1976 with the responsibility for a facilitating role in academic design and redesign of courses, programs, and academic activities; curriculum development; coordination of program implementation; evaluation of Center projects; and coordination of media support services. As a result, numerous experimental programs were implemented in various departments within the university.

The 1962 self-study expressed some concern about grading practices but the Visiting Committee concluded that the distribution of grades seemed reasonably good. The 1971 self-study took a more probing and less sanguine look at grade distribution. It suggested that the university undertake an in-depth study of undergrading grading. Despite this suggestion, which was followed by considerable analysis and discussion, the continued grade inflation and lack of uniform grading practices among the colleges was not solved as the 1970s came to an end.

Financial Resources

The 1962 self-study reported that in 1960-61 Appalachian State Teachers College, with a full time equivalent enrollment of 2926 students, had a total budget of just over 2.4 million dollars. As the institution grew and inflation became a way of life, the total budget increased dramatically. By 1977-78, Appalachian's FTE enrollment had grown to 8385 and the budget had climbed over 35.6 million dollars.

Throughout its history Appalachian has relied primarily upon state appropriations, student tuition and fees, and revenue from auxiliary services as the major sources of its income. Although its reliance upon these sources has given the institution income stability, both previous self-studies addressed the need to develop other sources of income. By the 1970s, progress was being made in this direction as funds from other sources, mainly federal and foundation grants, began to assume a larger role in the budget. The endowment fund also grew, from $281,800 in 1962 to $3,342,983 by 1978.

As the budget grew, the relative importance of the major sources of income changed, with the percentage of funds from other sources rising and that of student contributions declining. The following table illustrates these changes:

	1960-61	1969-70	1977-78
Student Contribution:			
Tuition and Fees	$ 606,574 (25.2%)	$ 1,995,991 (13.4%)	$ 4,833,361 (13.5%)
Auxiliary Services	729,031 (30.3%)	3,557,901 (23.9%)	6,798,434 (19.1%)
State Appropriation:	1,074,357 (44.5%)	5,925,226 (39.8%)	17,549,283 (49.2%)
Other (federal & state grants & aid funds, private foundations, endowment)	-0-	3,419,193 (22.9%)	6,493,349 (18.2%)
TOTAL	$2,409,962	$14,898,311	$35,674,427

The amount of the budgeted state appropriations for each FTE also increased over time, from $372 in 1960-61, to $923 in 1969-70, and $2093 by 1977-78. The amount budgeted per FTE in the Education and General Budget followed the same pattern, going from $854 in 1960-61, to $1247 in 1969-70, and $3109 by 1977-78.

At the time of the 1962 self-study, the staff responsible for business and finance matters was quite small and functioned in what was characterized as a relatively autocratic style. All major decisions relative to business and finance matters were made by the chief business officer. Much of this was dictated by the size and the history of the institution.

Recognizing that Appalachian was about to undertake an expansion in purpose and in size, both the self-study document and the report of the Visiting Committee concluded that the institution had progressed to a point where an expanded organization in the business and finance area was essential. By 1971 the recommended expansion had been accomplished and the 1971 self-study acknowledged that the basic organizational structure of the Business Affairs area of the university "is organized in a way conducive to effective support of the academic mission of the institution."

The Visiting Committee noted with approval that the recent organizational changes promised an improvement in the handling of day-to-day problems. The committee also offered some suggestions, which received attention during the ensuing years. For example, the development of an administrative Resource Manual dealt with many procedural problems. The automation of most accounting functions provided for excellent accounting activities and distribution of financial data. And the improved and more active committee structure of the university and Board of Trustees offered expanded opportunities for input into business-related decisions. There still existed the need to better project financial needs and use long-range planning techniques in the financial area.

The reorganization of higher education in North Carolina under a central administration and Board of Governors provided some improvement in levels of funding, especially in the area of library resources. And the establishment of the Appalachian State University Foundation, Inc. greatly increased opportunities for funding from private sources. Both of these changes were reflected in the improved budget figures for the 1970s.

Faculty

As Appalachian expanded in purpose and size, so did its faculty, increasing from 119 regular, full-time faculty members in 1960 to approximately 500 by 1978.

At the time of the first self-study, faculty recruitment and selection were largely administrative functions. By 1971 tenured faculty were being consulted. And by 1973 the faculty, through the recommendations of the elected Departmental Personnel Committees, shared with the administration a major responsibility for securing new faculty members.

In 1959 no minority racial or ethnic groups were represented on the faculty. Since then, despite strenuous efforts to rectify this, the recruitment of faculty from racial and ethnic minorities has not been very successful. In 1978 there were a total of 12 persons on the faculty representing four minority categories. In 1959 women constituted 30% of the faculty; by 1978 female faculty accounted for only 25% of the total.

In 1959 there were four full-time administrators and the faculty conducted its business largely as a committee of the whole. During the late 1960s, a faculty constitution was adopted and a Faculty Senate formed. A general meeting of the faculty at the beginning of each semester became customary, as well as monthly meetings of the Faculty Senate. The faculty of ASU also began to elect representatives to the Faculty Assembly of The University of North Carolina.

In 1960-61, 33.6% of the faculty held doctoral degrees, 60.5% held master's degrees, and 5.9% held only a bachelor's degree. At the time of the 1971 self-study, the number of faculty members holding the doctorate had increased to 49.5%, and the percentage holding master's and bachelor's degrees had declined to 47.5% and 2% respectively. By 1976-77 the percentages were 59.5% doctorates, 36.8% master's, and 1.9% bachelor's, with further improvement to come.

Between 1971 and 1976 the percentage of faculty holding doctorates in the College of Arts and Sciences increased from 69.2% to 81.6%; in the College of Business from 29% to 55.3%; and in the College of Fine and Applied Arts from 23.4% to 37.2%. Doctorates in the College of Learning and Human Development stabilized at 52%.

The teaching load was reduced from 15 hours in 1960-61 to 12 hours, and the student-teacher ratio, officially funded at 17.7 to 1 in 1960, was reduced to 16 to 1 by 1978-79. Appalachian also began to provide for off-campus scholarly assignments, whereby a limited number of faculty members each year could be granted leave with pay to engage in personal professional growth. Unfortunately, colleagues within the department usually were required to assume without additional pay all or part of the departmental duties of the individual granted such leave. Between 1974 and 1979, 25 faculty members were given off-campus scholarly assignments. Another 12 were given educational leaves in order to continue their education at a higher level. And the University Research Committee, founded to promote individual research projects, awarded more than $100,000 to approximately 150 persons between 1970 and 1979.

Salaries increased steadily, but the rate of increase did not keep pace with the rate of inflation. And many older faculty members became dissatisfied as they saw new faculty with little experience employed at salary levels that approximated what they had worked many years to achieve. The average faculty salary in 1960-61 was $6,843. This figure had grown to $11,244 by 1970-71, and by 1978-79 was at $18,758. Fringe benefits by the late 1970s were better than they were at the times of the two previous self-studies.

In 1959 faculty evaluation was primarily the responsibility of the departmental chairperson and the college administrators. During the early 1970s there was increased emphasis placed upon faculty evaluation of faculty through broadened inputs. Through the influence of the Faculty Senate and the administration, attempts were made to incorporate peer, alumni, self, administrative, and student input into the evaluation process. The practice of giving several $1,000 awards annually for outstanding teaching was introduced.

Contract renewal, promotions, and tenure of faculty during the 1960s were based largely upon recommendations of department chairpersons and administrators. More recently, the elected Departmental Personnel Committees began to exercise a strong influence upon the selection of those to be granted new contracts, promotions, and/or tenure.

Library

By general consensus, the development of the library at ASU did not keep pace with the pattern of growth experienced by most other segments of the institution. As the 1971 Visiting Committee observed, "The growth of Appalachian State University, both in quantity and quality, has not been adequately paralleled by a corresponding growth of one of its most important resources, the library."

In 1961 Appalachian's library staff consisted of eight full-time employees (seven professionals and one supporting staff member), assisted by 75 part-time students. Only the Librarian had faculty status as a department chairperson. The other full-time employees came under the State Personnel Act. Both the self-study and the Visiting Committee agreed that the professional staff should have faculty status. They also agreed that the library staff should be enlarged, especially if the graduate program was to grow. The Visiting Committee suggested a full-time supporting staff member for each professional librarian and fewer student assistants.

By 1971, with Appalachian having acquired regional university status, the library had more than quadrupled its full-time staff to 18 professionals and 17 supporting staff and experienced an increase in student assistants from 75 to 117. All professional librarians were by this time accorded faculty status and the rank appropriate to their training and qualifications. The 1971 Visiting Committee suggested a ratio of two supporting staff members for each professional and fewer student assistants. The committee also recommended that future positions be filled by librarians who represented a broader spectrum of library education, subject specialities, and foreign language capabilities. By 1977 the library had 19.5 professional librarians and a full-time supporting staff of 27.

In 1961 the library budget was $96,000, a figure representing approximately 7.5% of the total academic budget, well over the recommended minimum of 5%. The Visiting Committee noted this with approval, but urged that projected expenditures be increased to take account of expected improvements in graduate programs and overall enrollment increases. The visitors also recommended that a systematic formula for departmental allocations be adopted so that the faculty could have a larger role in the development of the collection.

By 1971 the library budget had increased to $687,101 or 6.2% of the academic budget. This represented a per student expenditure of $93, somewhat less than the recommended figure of $100. The Faculty Library Committee in 1969-70 began to assume a role in fund allocation and adapted the Clapp-Jordan formula as a guide to allocation of a major portion of library funds to the university's academic departments.

Further changes in the allocation formula were anticipated as a result of the appointment of a new Dean of Learning Resources.

The Visiting Committee recommended that special appropriations, or "catch-up" funds, be sought to permit the library collection to reach optimum levels within ten years. In 1974 the state authorized such funds, allocating approximately $1.2 million in additional funds to ASU between 1974 and 1979. Assisted by such funds, the library operating expenditures grew to $1,593,330 by 1977-78, or 6.1% of the academic budget. This represented a library expenditure of $190 per student.

The library in 1961 had approximately 100,000 volumes, mostly selected with the needs of teachers in mind and admittedly weak in several departmental areas. The Visiting Committee reported that the collection was well selected and perhaps adequate for undergraduates, but unsatisfactory for graduate students.

By 1971 the library collection had grown to 196,853 volumes, but the self-study characterized it as "critically inadequate to meet the needs of the stated purposes of a regional university." The Visiting Committee concurred and urged a ten-year program of acquisitions which would add 15,000 volumes per year, with careful attention to standard general and subject bibliographies, accrediting standards of scientific and professional societies, and the specific instructional and research needs of the university. By 1977 the collection had increased to 334,480 volumes, an average annual increase of 23,000 volumes since 1971.

At the time of the 1962 self-study, library facilities at Appalachian were housed in Dauphin Disco Dougherty Memorial Library, a structure built in 1935, enlarged in 1955, and renovated in 1960. The building also housed the Library Science Department. The Music Library was located in the Music Department. The Visiting Committee, taking note of inadequate book space and seating capacity, poor lighting, and shabby furniture, strongly recommended a new library building.

In 1968 the new Carol Grotnes Belk Library building was completed, adding 65,835 square feet of assignable floor space. The new library did not provide space for the Music Library, Library Science Library, or the Juvenile Library, all of which were located in other campus buildings.

Anticipating further growth in enrollments and an expanded role for the library, the 1971 self-study recommended the construction of a library stack tower within five years. Although not taking this precise form, a library addition providing approximately 65,000 square feet of extra space was begun in 1978.

Service by the library staff has been over the years one of the library's strongest points. However, as the library staff itself recognized in a 1971 survey, problems existed in the internal operations of the library, particularly in the ordering and processing of books. As the 1977 interim report to the Southern Association acknowledged, the number of full-time personnel had not kept pace with increased library appropriations and student enrollment. With the expansion of the library facility, it would become imperative that the staff be increased.

Student Development Services

At the time of the 1962 self-study student services, provided by a variety of offices, were under the general supervision of the Dean of the College. The Visiting Committee suggested that more centralization might result in a less fragmented program. The 1971 self-study reflected the growth and better organization of services in this area and provided a clear statement of objectives. By this time, student services were coordinated through the office of the Dean of Student Affairs, under whom served a Dean of Men and a Dean of Women, a Director of Student Activities, a Director of Student Financial Aid, a Director of Placement, a Director of the Student Center, a Director of Student Housing, and a Director of University Health Services. Two university committees and one council, with representation from the faculty, administration, and student body, made policy recommendations in a number of areas.

Further change occurred with the merger into The University of North Carolina system. The chief officer became the Vice Chancellor for Student Affairs, with the main divisions in Student Affairs being International Student Advising, Counseling and Psychological Services, Financial Aid, Complementary Education, Dean of Students, and Medical Services.

In 1962 academic advising for freshmen was accomplished through a year-long freshman assembly and advisory program provided by selected faculty members. At the end of the freshman year, students were directed to their major departments for advising. A counseling program for freshmen in the residence halls was administered by seven residence hall counselors and two student assistants. More than 20 junior counselors were also assigned to work with freshman groups.

By the 1970s, freshman orientation was being carried out by two-day orientation sessions in the summer, under the direction of the General College. During their freshman year, students were assigned academic advisors in the General College and were required to meet at least once with their advisors. Additional academic advising continued to be available in the departments. Beginning in 1969, the Psychological Services Center began to provide a full range of counseling services, from vocational exploration to suicide prevention. In 1970 additional programs in the area of study skills and underachievement problems were initiated.

In the area of student activities, the number of student clubs increased from 30 in 1962 to approximately 100 in 1971. Student publications grew during this time from two to four. Other activities, which grew proportionately, included the intramurals program, the Artists and Lecture Series, the Popular Programs Series, the Coffee House Series, the Dance Series, several film series, and performances in the arts by various student groups. In an effort to coordinate and publicize the many cultural events offered at Appalachian, the Division of Complementary Education in 1978 began to publish and distribute an attractive Calendar of Cultural Programs.

The chief limitation in the area of cultural programming mentioned in the 1971 self-study was the lack of a well-equipped auditorium. This need was partially met in 1975 with the completion of Farthing Auditorium. However, the 1800-seat facility was restricted in size and limited in equipment because of building costs and the need for a theater building continued. Other drawbacks mentioned in the 1971 study were addressed by the hiring of a technical director and an auditorium manager for Farthing and by budget increases that allowed for an expansion of cultural programs.

Student government in 1971 seemed to be more sophisticated, independent, and aware of student rights than in 1962. The Student Government Association acted as the governing agency and representative voice of the student body within the framework of university policies and regulations and under the supervision of the Director of Student Affairs and a faculty advisor. While students served on all major university committees, they were heavily represented on three policy-making bodies in the area of student affairs. Six students, along with 12 faculty and administration members, sat on the Student Life Committee, which recommended policy in such areas as psychological and health services, placement, student organizations, social functions and regulations, and housing. Six students and six persons from the faculty and administration constituted the Campus-Wide and Public Programs Committee. And nine students shared responsibility with nine faculty and administration members on the School Council, a disciplinary court of appeals. In 1973 the Student Affairs Budget Committee was formed with 50% student membership to make recommendations to the Vice Chancellor for Student Affairs pertinent to the expenditure of student activity fees.

By the 1970s authority for non-academic discipline was shared by the students and Dean of Student Affairs. All legislation involving non-academic discipline originated in the Student Senate. A student accused of violating a disciplinary code had the choice of action by the student judiciary or by the administration.

Student records, kept for diagnostic and guidance purposes in a variety of offices in 1961, were organized into a more comprehensive and secure system by 1971. At that time records were maintained in the Admissions, Health Services, Registrar, Placement, and Student Affairs Offices. The Computer Center prepared a permanent record for each student which was microfilmed, with one copy being placed in off-campus storage for security.

In 1962 student aid worth $238,014 was awarded to 1027 students. By 1971 the amount of aid available to students had expanded, as had the sources of aid, with many funds administered by the university coming from outside agencies. The 1971 self-study reported that the sum of $2,2[illegible],180 had been dispensed to 4971 students. By 1976-77 the number of awards had increased to 7447 in the amount of $5,920,161. By the mid-1970s, the Financial Aid Office had a full-time Director and a full-time Assistant Director.

Residence hall housing also expanded in response to increased enrollments. In 1962, nine dormitories (seven women, two men) served 1667 students; by 1971, 15 dorms (nine women, six men) accommodated

3968 students. Counseling programs in the residence halls also expanded. By the mid-1970s Residence Life Committees were formed in each residence hall so that students could plan and conduct activities and programs. Moreover, students were provided with options in room and residence hall selections relative to the living/life style they preferred.

Health services grew during this period, but never fast enough to meet the needs of the expanding student population. In 1962 the health service facility in the basement of White Hall was staffed by two registered nurses. The Student Health Center moved to a building that was renovated in 1967, but this facility was still considered inadequate for its purpose. By 1971 the Center employed one physician full-time and one half-time. Seven registered nurses, three aides, and a laboratory-radiological technician were also employed. By 1977 a second full-time physician and part-time lab and x-ray technician had been added, along with needed equipment.

In 1962 ASU, as a member of the Carolinas Intercollegiate Athletic Conference, fielded six teams in conference play and three in intercollegiate competition outside the conference. By 1978 the university's activities in athletic competition had expanded into many new areas. As a member of the Southern Conference, the National Collegiate Athletic Association, and the Association of Intercollegiate Athletics for Women, it offered eight varsity sports for women, 12 varsity sports for men, and one coeducational varsity sport. It also provided numerous opportunities for student participation in recreational activities, intramurals, and club sports.

Physical Resources

The 1962 self-study indicated that the adequacy of the physical plant and of maintenance personnel traditionally lags behind student enrollment. The serious deficiencies noted in 1962 were in student housing, cafeteria space, and the student health facility. Several buildings were listed as beyond repair -- the Women's Gym, the Education Building, and the old Home Economics Building. The Administration Building was characterized as a fire hazard. Two of the dormitories for women (Lovill and White Hall) were scheduled for removal as soon as possible.

The projections of the 1962 self-study concerning the physical plant were almost prophetic. The Administration Building, listed as a fire hazard in 1962, burned in December of 1966 and all of the other buildings scheduled for destruction and removal were gone by 1971.

During the ten-year period from 1961-62 to 1971-72 the following new construction was completed:

Administration Building	29,000
Varsity Gym	104,000
Duncan Hall	82,000
Rankin Science Building	46,000
Rankin Science Addition	85,000
Belk Library	87,000
Bookstore	25,000
Plemmons Student Center	52,000
Cafeteria Addition	40,000
Dougherty Home Economics	7,000
Sanford Classroom	73,000
4 New Dorms	210,000
	840,000 square feet

The majority of the needs projected in 1971 were satisfied by the construction of (1) the Center for Continuing Education, (2) Farthing Auditorium, seating 1,800, competed in 1976, (3) the Herbert W. Wey Hall (Art and Speech) completed in 1977, (4) two new dormitories, (5) the 100-unit Mountaineer Apartment for married students, and (7) Walker Hall (College of Business). In addition to these new structures, the field house and stadium enlargement was completed, several old buildings were renovated, and the addition to the library and the new student support facility were begun.

Special Activities

Appalachian began its extension program in 1949 in an effort to meet the pressing needs for the in-service education of teachers in western North Carolina. When in 1967 the institution became a regional university, this mission was specifically affirmed in the enacting legislation: "Regional Universities insofar as possible shall extend its [sic] educational activities to all persons of the State who are unable to avail themselves of their advantages as resident students by means of extension courses, by lectures, and by such other means and methods as may seem to the Boards of Trustees and administrative officers as most effective."

The program was initially administered by the chairman of the Department of Extension, Field Service, and Research. By 1971, a Director of Extension and Field Services, responsible to the Vice President for Academic Affairs, was in charge of the program. The 1971 self-study pointed to the need for a better organizational structure. This need was met thereafter by the reorganization of the Extension and Field Services staff into the Division of Community Services, which was placed within the College of Continuing Education.

The program, supported entirely by student fees in 1962, began to receive some aid in the form of state appropriations by the 1970s. In general, the courses were staffed by Appalachian faculty, with some off-campus personnel being used subject to approval by departmental chairpersons. The salary for instructors teaching extension courses on an overload basis increased from $400 per three-quarter-hour course in 1970 to $1050 by 1977.

The extension program grew in size, from 572 students in 1955, to 2645 in 1970, and 4642 in 1976-77. Despite the growth of the program in size, its courses were overwhelmingly professional education courses aimed at public school teachers, a fact which was criticized by the Visiting Committees in 1962 and 1971. During the 1970s the scope of the credit program expanded. Of the 19 clusters operating during the spring semester of 1979, five were sponsored by the General College, two by Fine and Applied Arts, two by Arts and Sciences, one by Business, and nine by Learning and Human Development. Nevertheless, a preponderant 53 of 61 single course offerings in extension were from Learning and Human Development.

The non-credit program also increased and diversified. Of the 25 programs and services offered through the Division of Community Services from July 1, 1977 to June 30, 1978, nine were given by faculty in Learning and Human Development, eight by faculty in Business, seven by faculty in Arts and Sciences, and one by a General College faculty member.

Responding to the need for library and other materials used in extension courses, the Division of Community Services set up the Learning Resource Unit to provide help in identifying and obtaining materials and books. For courses taught at clusters, funding at the rate of $175 per three-hour course was authorized for the dean of the academic area to spend on course materials which would constitute an on-site reference collection.

Following the creation of the Division of Community Services, steps were taken to develop an evaluation procedure for extension work. A Manual for Field Based Programs was prepared, stating criteria for setting up extension classes, and money for evaluation was provided in the budgets for clusters. Community Services began administrative evaluation of programs, but academic evaluation did not appear to have been attended to as consistently.

The Consultants Service, which provided consultants for 14 school districts in North and South Carolina, was discontinued as a formal operation by the mid-1970s. However, its services continued to be rendered by faculty on an individual, as needed, basis. And the College of Business initiated a service bureau to perform tasks for a number of governmental units in the region.

With the completion of the Center for Continuing Education in 1973, the number of conferences and institutes held at the university increased. Over 400 programs, including business and industrial meetings, educational seminars, workshops, conferences, retreats for professional associations, and specially designed short courses, are held annually at the Center.

As a part of its outreach program, Appalachian also began in the 1970s a spring festival involving the university, Watauga County Public Schools, area craftsmen and performers, as well as outside artists and artisans. In April 1979 "Appalachian Spring: A Celebration of the Arts" was inaugurated. This was intended to serve as an umbrella not only for the spring festival, but also for major performances in theater, dance, music, and symposia on such topics as literature, art, and folklore.

Other programs with impact upon the community and region which were introduced in the 1970s included the Appalachian Oral History Project and the Appalachian Consortium. In the latter, ASU joined with six other colleges and universities and several agencies in the region in a cooperative effort to promote knowledge concerning the Appalachian region and its people and to initiate programs of regional cooperation and development.

In 1978 the Center for Appalachian Studies was established and given the responsibility to develop, coordinate, and facilitate programs and curricula which deal with the Appalachian region.

Graduate Program

Graduate study leading to the master's degree began at Appalachian in 1943 in cooperation with the University of North Carolina, and by 1948 the Master of Arts in Education was being offered on this campus. Originally directed by a Graduate Council composed of the Dean of the College, the Registrar, and the Chairperson of the Department of Education, by the time of the 1962 self-study the program was administered by a Director of Graduate Studies who was guided by policies formulated by a Graduate Council composed of the chairpersons of the various graduate advisory committees. Organizational changes that followed from the achievement of regional university status in 1967 affected the administration of the graduate program. The graduate program came under the direction of the Dean of the Graduate School, who was responsible to the Vice President for Academic Affairs. The Graduate Council, with members elected from the graduate faculty, continued to formulate and recommend policies for the graduate program.

The 1962 self-study indicated that the graduate faculty totaled 56 members, 26 of whom possessed the doctorate. The Visiting Committee expressed some concern about the high number of graduate courses being taught by faculty who had done no work beyond the master's level. In the years that followed, the statistics began to reflect improvement in this area. In 1970 there were 181 graduate faculty members, with approximately 66% holding the highest degree in field. By 1978 approximately 89% of the 359 graduate faculty members held the terminal degree usual in their disciplines.

The graduate program began in 1943 with 10 graduate courses in education. By the time of the 1962 self-study, there were programs in 11 professional education areas, with majors or minors in six academic areas. Other academic areas continued to be added during the 1960s, and in 1966 a sixth-year program leading to Advanced Certification for School Administrators was approved. With the coming of university status in 1967, non-teaching graduate programs and degrees were offered for the first time. The number of programs in both the academic and professional education areas continued to expand during the 1970s and by 1978 included three graduate degrees with 60 majors and two specialist degrees with 11 majors.

Enrollment in the graduate school went from 23 students in the regular session of 1948-49, to 612 in residence in 1970, and 940 by 1978. Off-campus enrollment in graduate programs grew rapidly during the mid-seventies, from 261 in 1971 to a high of 1630 in spring of 1976, declining thereafter to 376 in the fall of 1978 and 557 in the spring of 1979. The number of degrees awarded followed a similar pattern of growth and fluctuation. Beginning with one degree awarded in 1948, Appalachian awarded 150 in 1953, 245 in 1963, and 389 in 1971. The number of degrees awarded reached a high of 932 in 1977, and then declined to 689 (a 26% drop) in 1978. The number of master's degrees awarded decreased by 22% in this one-year period; and the Educational Specialist degree showed its first decline in five years, with a decrease of 58%, from 98 to 41 degrees awarded.

The inadequacy of the library was noted in both the 1962 and the 1971 self-studies. A special allocation of $317,000 given in 1970 to strengthen library holdings helped to alleviate some deficiencies. In the following years, library holdings improved considerably. From July 1971 to June 1978 the library added 146,000 volumes and 100,000 microforms at an expenditure of $3,534,000.

At the time of the 1962 self-study stipends for graduate assistants and teaching fellows ranged from $900 to $2400. In 1961-62, 54 assistantships and fellowships were awarded. During the 1970s, the amount of money available increased steadily. The 1978-79 budget for graduate assistants was $492,442.50 ($339,985 from state appropriated funds), up from $276,350 in 1975-76. In addition, there were 12 graduate scholarships at $600 each and four Lovill Fellowships at $1300, for a total of $12,400 in scholarship awards.

Support for research, a need noted by the reports and Visiting Committees in 1962 and 1971, also improved. Since the Graduate School Office took over management of on-campus research grants, the annual budget has risen from $10,000 in 1975 to more than $25,000 in 1978. Further opportunities for graduate study and faculty research were provided by the establishment of the New York Loft and the Appalachian House in Washington, both of which offer a convenient and inexpensive base for scholarly and cultural investigation.

To summarize, there was by the late 1970s some shifting away from graduate degrees in education, though certain areas (Reading and Elementary Education) still grew significantly, and a considerable increase in demand for business programs. Overall enrollment in the graduate programs diminished slightly. The Doctor of Arts, a projected program that the 1971 self-study regarded as likely to be approved in the future, was low on the list of priorities by the end of the decade.

Research

The 1962 self-study noted that a limited amount of research of two types was conducted at Appalachian -- internal, institutional research and individual academic research. The report made five major recommendations:

(1) that the Faculty Research Committee be reconstituted; (2) that the Research Committee keep files concerning financing of research; (3) that it encourage individuals and groups to seek aid in their projects and problems; (4) that the committee act as a clearing house for projects whether they are completed, in progress, or anticipated; and (5) that research be engaged in on both an individual and a cooperative basis in subject matter areas as well as professional areas. The Visiting Committee concurred in these recommendations, while observing that "under present conditions, research normally should be encouraged rather than expected."

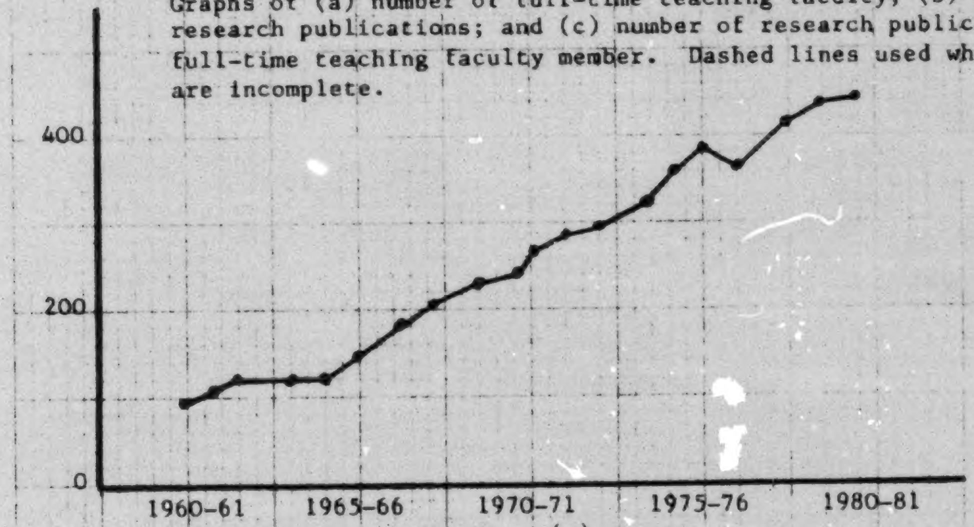
The 1971 self-study stated that individual research that was supplemental to effective teaching and necessary for the maintenance of scholarly competence was encouraged. But "no effort is made to establish a reputation for Appalachian as a center for pure research."

As recommended in the 1962 self-study, a University Research Committee was established. However, some of the responsibilities suggested for this committee were assigned to various offices on campus. At the suggestion of the University Research Committee, the Office of Institutional Research and Development developed a procedure for initiating grant proposals. Advice on outside funding proposals was available from the Grants Fiscal Officer in the Business Office, the Director of Public Affairs, and the Office of Institutional Research and Development. In 1977 the Grants Planning Office was organized with the specific mission of obtaining resources for sponsored programs for instruction, service, and research activities.

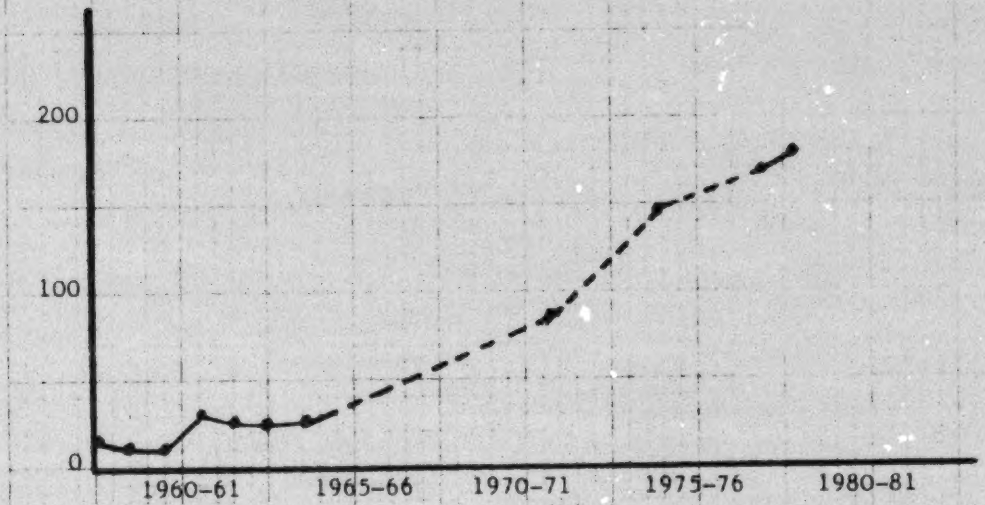
The University Research Committee did encourage research and obtained funds to support a few research projects with grants of up to $500 each. In 1970 eight such grants were awarded. Since no "clearing house" on research had been established, the 1971 self-study lacked solid statistics on the amount of research being done. Based on its interviews the Visiting Committee felt that much research was being done that was not reflected in the self-study. The following graphs, derived from an analysis of "Faculty Publications" and departmental annual reports, suggest that research, as measured by number of publications, increased between 1960 and 1976, while the number of publications per full-time teaching faculty member rose from a low of 0.05 to a value of .36 during the same period.

The 1971 self-study noted that research at ASU was done largely by individual faculty members and was financed by small grants from a few outside agencies, by small University Research Committee grants, and by individual researchers. Indicative of the low level of financial support was the fact the URC grants averaged $500 each and outside funding of research activities from 1964 to 1969 amounted to no more than 0.2% of the institution's annual operating budget. The self-study also found that administrative policy with regard to grants and research was not well defined, and the faculty perceived that more administrative support for research was necessary.

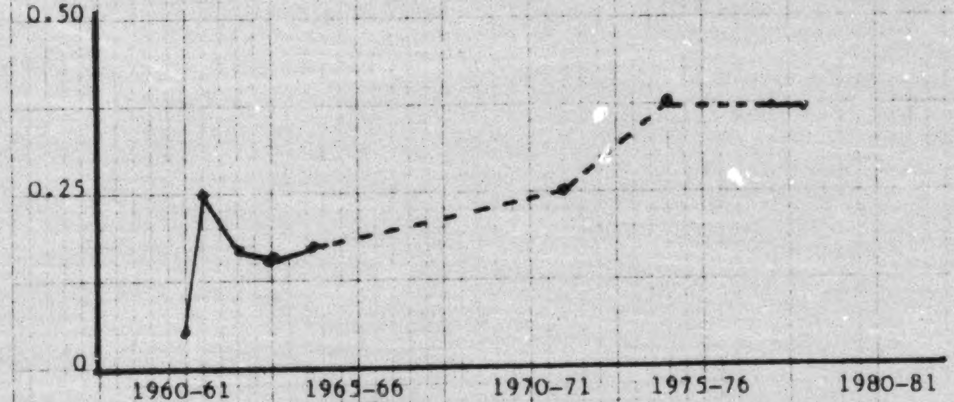
Graphs of (a) number of full-time teaching faculty; (b) number of research publications; and (c) number of research publications per full-time teaching faculty member. Dashed lines used where data are incomplete.



(a)
Number of teaching faculty



(b)
Number of Research Publications



(c)
Research Publications per Faculty Member

The 1971 Visiting Committee echoed the faculty perception in its general recommendation that all levels of the administration should give increasing emphasis to the encouragement and motivation of research through clear and emphatic policy statements. The team went on to offer 11 specific suggestions which were met to varying degrees in the following areas:

1. Research effort is now being used as a factor in faculty evaluations, but the extent of its use reflects the priorities of individuals on the Departmental Personnel Committees.

2. Guidelines for departmental annual reports distinguish between creative activity and research, but no further distinctions are made among various kinds of research.

3. No funds were specifically designated for research-connected travel, but some money in addition to departmental travel allocations has been made available from time to time for this activity.

4. No official provision was made for released time for research except in the case of off-campus scholarly assignments, but released time has been granted occasionally by department chairpersons and deans.

5. Considerable improvement in the adequacy of the library was realized as a result of the allocation of "catch-up" funds by the UNC General Administration.

6. Clerical assistance, as well as page charges, for research have been provided through the Graduate School Office.

7. In some departments priority has been given to the hiring of research-oriented faculty, but the importance placed upon the research criterion depends upon the opinions of members of the individual Departmental Personnel Committees.

8. The university did not acquire a budget category for research, but some funds have been provided by the Office of Academic Affairs to the Graduate School and University Research Committee to support faculty research, page charges, and salary continuation.

9. With the support and encouragement of the Office of Grants Planning, there was an increase in the value of submitted proposals and actual funding for research from outside sources. Between 1977 and 1979, the number of research proposals written rose from nine to 21, and the value of the proposals increased from $860,435 to $1,896,371. The number funded rose from two to five during this period, and the value of the research proposals funded increased from $72,000 to $304,211.

10. Policy statements with regard to approval of contracts, control over disbursements, completion, workloads, and evaluations of completed projects were not yet well defined, except with regard to some aspects of small grants distributed by the University Research Committee.

11. Although research efforts and creative activity were listed in annual reports to the Chancellor by the departments, each college did not publish a summary of research efforts.

Thus, the university met some of the suggestions of the 1971 Visiting Committee and failed to meet others. Some of the suggestions were questioned on campus and/or were difficult to meet because of various local and state administrative policies. With respect to research in general, however, it would appear that during the last two decades support for research increased a little and at certain periods rapid increase in research activity occurred.

STAGE TWO

ANALYZING THE PRESENT

After having reviewed and summarized the changes experienced by Appalachian State University during the past two decades, the 11 self-study teams were prepared to move on to Stage Two, "Analyzing the Present." With the current SACS standards as their guidelines, the Stage One teams, augmented by new members from each institutional sector, were instructed to use existing data to describe the present state of the institution. The teams were not required to make recommendations at this stage because such recommendations would be the outcome of a later stage.

This process was intended not only to provide some understanding of where ASU is at the present, but also to supply data that would be utilized in later stages of the self-study. For example, when in Stage Five/Six the committees were asked to anticipate the impact of projected societal trends and value shifts upon the various sectors of the university, they were provided copies of the Stage Two reports to assist them in understanding the present circumstances of each sector. Likewise, the Stage Two reports supplied essential data for the working groups that drafted objectives for each sector of the university in Stage Seven and for the committees which considered the impact of the proposed objectives upon various sectors in Stage Eleven.

Because Stage Two was scheduled to be completed by July 1979, the data it contained would be representative of the period 1978-79. Since the self-study process was to continue for an additional two years, this data ran the risk of being obsolete or, at least, somewhat dated by the time it was to be used in later stages or reviewed by the SACS Visiting Committee. To compensate for this difficulty, it was decided that the Director, with the advice of the Steering Committee, would update the Stage Two reports periodically as newer data became available or conditions in a given sector changed significantly.

Thus the reports that follow constitute a description of the present state of the university when examined within the framework and guidelines suggested by the 11 standards of the Commission on Colleges of the Southern Association of Colleges and Schools. The 11 standards/institutional sectors are:

1. Purpose
2. Organization and Administration
3. Educational Program
4. Financial Resources
5. Faculty
6. Library
7. Student Development Services
8. Physical Resources
9. Special Activities
10. Graduate Program
11. Research

Although these reports are intended to be relatively succinct, many of them refer to lengthier documents which provide more detailed information relative to each sector. These documents can be found in the self-study backup files and are available for inspection by the Visiting Committee.

Institutional Sector: PURPOSE

Shortly after its 1971 self-study for the Southern Association of Colleges and Schools, Appalachian State University was made a constituent member of The University of North Carolina, a single, multi-campus university composed of 16 institutions. This reorganization became effective on July 1, 1972.

In the long-range planning document adopted by the Board of Governors in 1976, as well as in all subsequent editions, ASU is described as a comprehensive university, offering programs at the baccalaureate, master's and intermediate levels. The 1976 document further stated that "no constituent institution of The University of North Carolina has a geographically-limited educational role. Each institution admits students from all regions of the State and from other states." However, "Appalachian State University, by reason of its location in a region of the State otherwise lacking in public senior institutions of higher education, has recognized special responsibilities to serve the people of that region."

The most recent document, Long-Range Planning, 1980-1985, indicates that no major change in institutional mission is contemplated during the present five-year planning period. The document notes that ASU "has grown and diversified its curriculum significantly in recent years, and it has broadened its public service programs in the western regions of the State. Emphasis is being placed now on strengthening established programs, and on continuing improvements in the public service and research programs of the institution."

Procedures have been put into effect by the Board of Governors to provide for the periodic review of existing programs and to provide for rigorous scrutiny of any new programs proposed in order that all programs, old and new, conform to the official classification of the institution. These procedures are described in the Educational Program report.

The following official statement of purpose of Appalachian State University as printed in its Bulletin, 1980-81 has been operative since 1972 and reflects the reassignment authorized for the university by the Board of Governors:

> Within the framework of higher education established by the State of North Carolina, Appalachian State University is dedicated to the total development of its constituency through instruction, research and service. In pursuit of this purpose, Appalachian pledges itself:

To nurture an intellectual climate in which truth
  is sought and respected,
To provide a liberal education for all its students,
To offer, within the scope of its programs, preprofessional
  and professional education to those students who desire it,
To maintain a faculty dedicated to teaching and scholarship,
To advance the frontiers of knowledge through research,
To be cognizant of new knowledge and prepared to meet the
  challenge of new ideas,
To expand cultural horizons and develop appreciation of
  ethical and aesthetic values,
To make its resources available to the people within its
  sphere of influence,
To serve as a force for social improvement,
To cooperate with all institutions and agencies which are
  dedicated to the betterment of mankind.

All current university publications reflect this statement and all institutional programs are designed to achieve the stated purpose of the university. The extent to which the statement of purpose is pursued by the various sectors of the university will be reflected in many of the Stage Two reports that follow.

Statements of purpose for the General College, the degree-granting colleges, the College of Continuing Education, and the Graduate School are published in ASU's annual general catalog.

In 1977 the Office of Long-Range Planning initiated the development of A Plan for Planning to facilitate the long-range planning process at ASU. As a part of the Plan for Planning, mission statements were prepared for the university as well as for each unit in order to make clear why each unit exists and what it is attempting to do. The mission statements are operational in nature and hence distinct from the more philosophical statement of purpose. The University Mission Statement, developed by the University Committee for Institutional Studies and Planning and approved by the Administrative Cabinet, follows.

The Core Mission

Appalachian State University is a comprehensive university, offering programs at the baccalaureate, master's and intermediate level,[1] with special responsibilities to serve the people of the region in which it is located.[2]

---

[1] Long-Range Planning 1978-1983, (University of North Carolina Board of Governors, Chapel Hill, NC: 1978), p. 313.

[2] Long-Range Planning 1976-1981, (University of North Carolina Board of Governors, Chapel Hill, NC: 1976), p. 394.

The Specific Mission

Within the framework provided by the Board of Governors of The University of North Carolina, Appalachian State University is dedicated to the total development of its constituency through programs of instruction, research, and service. In pursuit of this purpose, the university will:

a. Provide educational programs which include:

   (1) A broad range of undergraduate offerings, both on-campus and field-based.

   (2) Graduate and professional offerings in areas where there is a demonstrable need, both on-campus and field-based.

   (3) Continuing education activities for persons both enrolled in degree programs and not enrolled in degree programs.

b. Conduct research and promote scholarship as a basis for instruction, particularly at graduate and professional levels, and as an essential and unique means of advancing knowledge and understanding. Emphasis is placed upon the priority of applied research directed toward the solution of problems significant to the constituency served by the university.

c. Offer service to the region, state, and society in the form of:

   (1) The knowledge and direct service of its faculty, staff, and students in the identification of problems and assistance in their solution. In doing so, the university has the obligation both to reflect and to anticipate changing social needs and objectives.

   (2) Information and consultation to local, state, and national government; business and industry; labor and the professions; and a variety of public and private organizations.

   (3) Cultural and recreational activities and facilities shared with the citizens of the state and region in a manner consistent with its academic programs.

The Essential Mission

The primary purpose of a university is to discover and disseminate knowledge through research and instruction. An important corollary that follows from this purpose is that there must be a free expression

> of ideas and a tolerance for differences of opinion and values. Knowledge provides the means for the preservation of the intellectual and cultural heritage of humankind and the development of scholarly, professional, and human goals. In turn, society can expect to gain from the university both increased knowledge and informed, sensitive, vigorous persons who are prepared to work toward the improvement of society and their individual professions.

Mission statements for the various units of the university are contained in each unit's annual report.

Institutional Sector: ORGANIZATION AND ADMINISTRATION

1. Descriptive Titles and Terms

Appalachian State University has experienced a number of changes in its descriptive title over the years as the purpose of the institution has evolved. At its foundation in 1899 it was called Watauga Academy, a name that was changed to Appalachian Training School for Teachers in 1903 when state support was acquired. In 1925 the name was changed to Appalachian State Normal School. When the General Assembly authorized the institution to begin conferring college degrees in 1929, it also provided a new title, Appalachian State Teachers College. The institution continued to be known by that name until 1967, when the General Assembly designated the institution a regional university and changed its name to Appalachian State University. When ASU became a part of the consolidated University of North Carolina system in 1972, its status as a comprehensive university was confirmed, along with its special responsibilities to the people of its region. The title of the institution, being consistent with and appropriate to its purpose (as described in the Purpose report), was retained.

2. Governing Boards

Appalachian State University, as a constituent member of The University of North Carolina system, is governed by, and receives direction from, the following boards:

a. The Board of Governors of The University of North Carolina, whose membership, officers, meetings and bylaws, powers and duties are described in Sections 200-203 of *The Code of The University of North Carolina*. The powers and duties of the Board of Governors, as summarized in the ASU *Faculty Handbook* (Chapter IV), are as follows:

> The Board of Governors plans and develops the coordinated system of higher education in North Carolina and in doing so maintains close liaison with other state, as well as private, educational agencies. The board is responsible for the general determination, control, supervision, management, and governance of all affairs of its constituent institutions and for these institutions determines their functions, educational activities, and academic programs.
>
> A unified recommended budget for all public senior higher education is prepared by the Board of Governors to be presented to the Governor and the General Assembly. The board sets tuition, required fees, and enrollment levels of the constituent institutions.

> > The Board of Governors elects each of the chancellors of the constituent institutions and determines compensation for each chancellor. It also appoints and determines the compensation of all vice chancellors, senior academic and administrative officers, and persons having permanent tenure.
> >
> > The board may delegate any part of its authority over the affairs of any institution to the chancellor or board of trustees of that institution. Any delegation of authority may be rescinded by the Board of Governors at any time in whole or in part. The board possesses all powers not specifically given to institutional boards of trustees.

b. The Board of Trustees, whose membership, officers, meetings, and powers and duties are described in Sections 400-403 of The Code. The Faculty Handbook, adapting The Code statement to Appalachian State University, summarizes the powers and duties of the Board of Trustees in this way:

> The Board of Trustees of Appalachian State University promotes the sound development of the institution within the functions prescribed for it, helping it to serve the state in a way that will complement the activities of the other institutions and aiding it to perform at a high level of excellence in every area of endeavor. The board serves as advisor to the Board of Governors on matters pertaining to Appalachian State University and also serves as advisor to the Chancellor concerning the management and development of Appalachian State University. The powers and duties of the Board of Trustees are primarily defined and delegated by the Board of Governors.

With respect to the authority of the Board of Trustees, the UNC Long-Range Planning, 1978-83 document states that:

> The statutes leave the functional significance of the Board of Trustees to be determined by the Board of Governors. The Code adds virtually nothing to the statutory statement. As one of its first acts, however, the Board of Governors adopted a resolution delegating extensive authority to each Board of Trustees with respect to institutional personnel, student admissions standards, the awarding of academic and honorary degrees, property control (except for acquisitions and dispositions of real property valued at more than $50,000), campus security, intercollegiate athletics, traffic and parking, the management of endowments and trust funds, student affairs and services, student aid, the management of auxiliary enterprises and utilities, and several other matters.

The Board of Trustees consists of eight members elected by the Board of Governors, four appointed by the Governor of the State, and the President of the Student Body, who serves ex officio. The Chairperson of the Faculty Senate and the President of the Alumni Association serve as non-voting members of the board.

All elected members serve staggered terms of four years and no one may serve more than two consecutive terms. State officers and employees may not serve as trustees. The Board of Trustees annually elects its own officers from its membership and must meet at least four times a year.

The standing committees of the ASU Board of Trustees, and their respective duties, are listed in the Bylaws of the Board of Trustees as:

Nominating Committee (3 members) - At the Fall meeting the Nominating Committee shall present to the board nominees for the office of Chairman, Vice Chairman, and Secretary, for the consideration of the full Board of Trustees.

Executive Committee (5 members) - The responsibilities of this committee shall be as follows: Serve to represent the full board for items requiring action between regular meetings of the full Board of Trustees. Serve as the Finance Committee of the Board of Trustees. This will involve assisting the Chancellor in representing the university's financial needs and priorities with members of the General Administration, Board of Governors, and legislative bodies.

Academic Affairs Committee (4 to 6 members) - The responsibilities of this committee shall be as follows: Upon recommendation of the Chancellor, or upon decision of the committee, review and make recommendations to the board in all areas pertaining to the academic programs of the institution including (a) the review of requests for the initiation of new degree programs and recommendations for the termination of existing programs; and (b) the provision of supportive services facilities and other resources for the instructional, research, and public service programs of the institution. Upon recommendation of the Chancellor, or upon decision of the committee, review and make recommendations to the board on all institutional policies and regulations governing faculty tenure and promotion. Review all appeals from faculty members of the institution which involve questions of promotion and tenure consistent with the provisions of the personnel policies and procedures published in the Faculty Handbook.

Student Affairs Committee (4 to 6 members) - The responsibilities of this committee shall be as follows: Upon recommendation of the Chancellor, or upon decision of the committee, review and react to the objectives of the Student Affairs area as listed from time to time in Appalachian's Plan for Planning. Upon recommendation of the Chancellor, or upon decision of the committee, review and make recommendations to the Board of Trustees on the formulation of university policies affecting the Student Affairs area. Serve as an advocate to the Board of Trustees and the Board of Governors for the needs of the several programs in Student Affairs at Appalachian as expressed by the appropriate agencies on the campus through the Chancellor and Vice Chancellor for Student Affairs. Hear the concerns of the Appalachian student body as expressed by their official representatives. Work jointly with the other appropriate committees of the Board of Trustees to review matters in the Student Affairs area which affect other areas of the university. Hear appeals from aggrieved students when such appeals are referred to the committee by the Chairman of the Board of Trustees and make recommendations to the full board as to the resolution of such appeals.

Business Affairs Committee (4 to 6 members) - The responsibilities of this committee shall be as follows: Upon recommendation of the Chancellor, or upon decision of the committee, assess and make recommendations to the Board of Trustees for long-range physical needs and improvements. Upon recommendation of the Chancellor, or upon decision of the committee, review and make recommendations to the Board of Trustees on land needs and priorities for the acquisition of real property. Work with the Chancellor and the Vice Chancellor for Business Affairs to assist in establishing the biennial capital improvement program for the institution. Assistance will be provided to the Chancellor and the Vice Chancellor for Business Affairs in the selection of architects and/or engineers for capital projects. Upon recommendation of the Chancellor, or upon decision of the committee, review and make recommendations to the Board of Trustees on the operation and financing of auxiliary activities. Upon recommendation of the Chancellor, or upon decision of the committee, and in cooperation with the Executive Committee, review and make recommendations to the Board of Trustees on the biennial budget.

Development Committee (4 to 6 members) - In addition to special duties assigned to the committee by the Chairman of the Board, the regular responsibilities of the committee shall be as follows: Upon recommendation of the Chancellor, or upon decision of the committee, review and make recommendations to the board in all areas pertaining to development, public affairs and athletic efforts of the university. Upon recommendation of the Chancellor, or upon decision of the committee, keep the board advised concerning athletic policies and plans. Upon recommendation of the Chancellor, or upon decision of the committee, keep the board informed concerning programs, campaigns, operations, and investments of the Appalachian State University Foundation. Be concerned with the public image of the university. Upon recommendation of the Chancellor, or upon decision of the committee, review and make recommendations to the board on the formulation of university policies affecting the Public Affairs area.

3. Advisory Committees

There are no advisory committees as defined by Standard Two of the Southern Association of Colleges and Schools.

4. Bylaws, Policies, and Faculty Manuals

The ASU *Faculty Handbook* is distributed to all faculty members and provides ready access to information concerning the orderly operation of the university. It contains a statement of the duties and responsibilities of the chief administrative officers; a description of the patterns of institutional organization; procedures for faculty and academic governance; policies governing academic freedom and tenure, employment security, due process, and other personnel matters; and a list of members of the faculty, administrative staff, and Faculty Senate, as well as committee and council members. Thus the *Faculty Handbook* provides all of the information required by Standard Two.

5. Size of the Institution

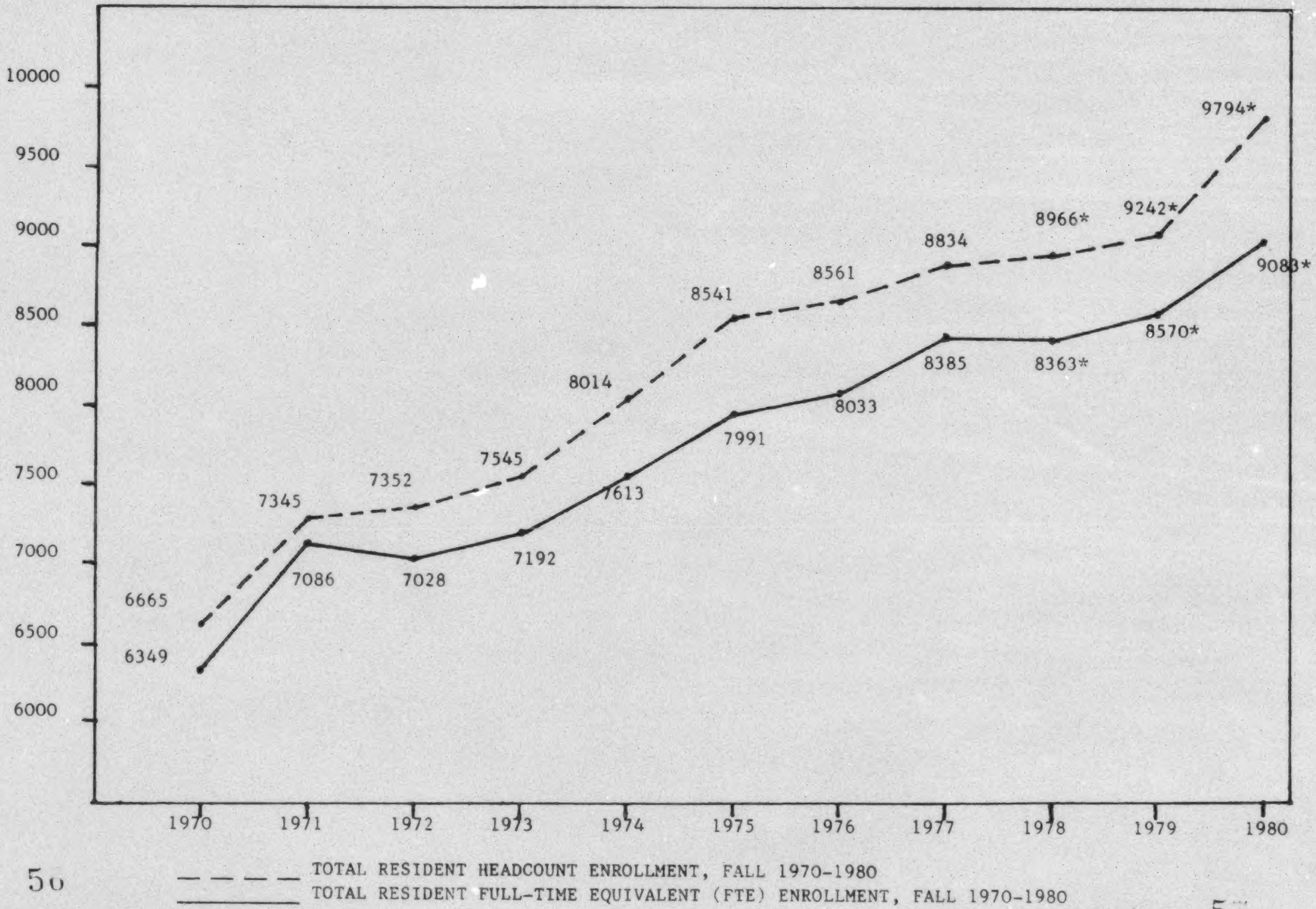
Figure 2-1 provides a 10-year enrollment history for ASU during the decade of the 1970s. Figure 2-2 reflects the rate of growth in total resident headcount enrollment and total resident FTE enrollment during the 1970s.

Figure 2-1

TEN-YEAR ENROLLMENT HISTORY
FALL 1970-1980

	RESIDENT CREDIT ENROLLMENT			CONTINUING EDUCATION CREDIT ENROLLMENT			
YEAR	UNDERGRAD.	GRAD.	TOTAL	UNDERGRAD.	GRAD.	TOTAL	GRAND TOTAL
1970	6053	612	6665	62	361	423	7088
1971	6521	824	7345	62	261	323	7668
1972	6484	868	7352	97	312	409	7761
1973	6604	941	7545	145	753	898	8443
1974	7160	854	8014	145	1281	1426	9440
1975	7640	901	8541	244	1423	1667	10208
1976	7611	950	8561	396	1012	1408	9969
1977	7910	924	8834	329	524	853	9687
1978	8026	940	8966	326	376	702	9668
1979	8277	964	9242	306	631	937	10179
1980	8653	1141	9794	288	402	690	10484

Figure 2-2



*Includes faculty and staff taking tuition free courses

6. Appalachian State University as a Constituent Institution of The University of North Carolina System (See Figure 2-3)

In 1971 a reorganization act established virtually indentical statutory structures for each of the 16 constituent institutions of The University of North Carolina and, with very few exceptions, endowed them with virtually identical statutory functions. This was possible because the statutes leave the internal design of the institutions and the definition of their program responsibilities almost entirely to the Board of Governors, whose powers and duties are summarized in section two of this report. Each constituent institution has a Board of Trustees whose general powers and duties are also stated in section two.

The Chancellor of each constituent institution is elected by the Board of Governors on nomination of the President, who must choose from among two or more candidates recommended to him by the Board of Trustees. The Chancellor serves at the pleasure of the Board of Governors, as does the President.

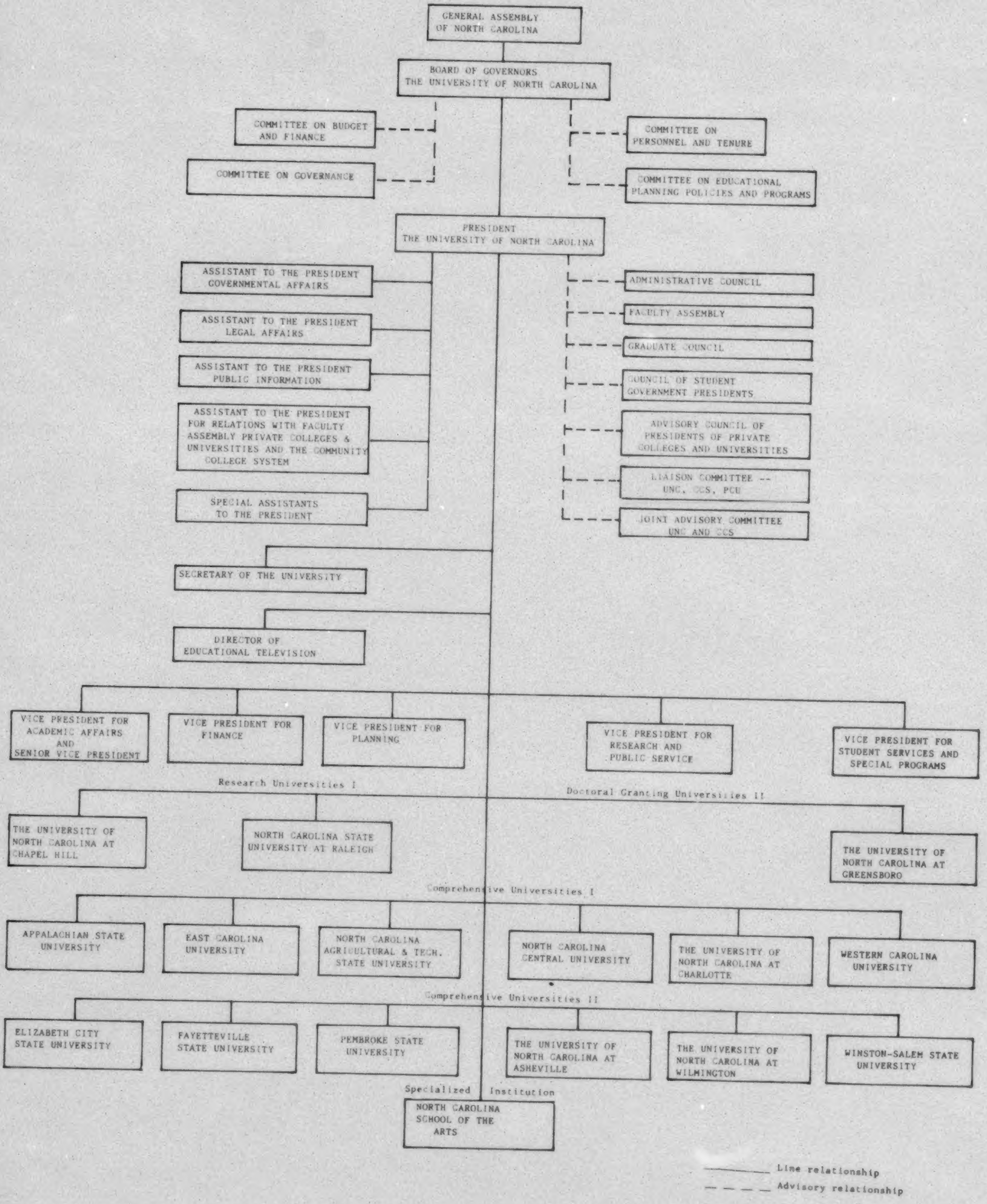
The design of the administrative structure of each institution is left to the Chancellor, acting with the approval of the President and Board of Governors in matters involving the creation or abolition of major organizational units. The administrative structure and staff organization differ from one campus to another, depending somewhat on the size of the institution and the complexity of its programs. Generally, each institution has a vice chancellor or provost who is its chief academic officer, a vice chancellor for business affairs, a principal student affairs officer (often designated as a vice chancellor), a dean of the graduate school (where there is such a school), deans of colleges and professional schools in the larger institutions, and (in varying patterns) development officers, public information officers, assistants to the chancellor, directors of institutional research, and other supporting personnel.

"[A]ll vice-chancellors, senior academic and administrative officers and persons having permanent tenure" are appointed and have their compensation fixed by the Board of Governors on recommendation of the President and of the appropriate Chancellor. By action of the Board of Governors, "senior administrative officer" has been defined to include, in addition to vice chancellors and provosts, deans and directors of major educational and public service activities at the rank of dean or its equivalent. The appointment of other administrative personnel is within the delegated authority of the Board of Trustees and Chancellors. Subject to policies set by the Board of Governors, their compensation is set by the Board of Trustees (or, upon further delegation, by the Chancellor) in the case of persons exempt from the State Personnel Act and by the State Personnel Board in the case of persons covered by that Act.

The planning responsibility of the Board of Governors has a comprehensive purpose and, for each of the constituent institutions of The University of North Carolina, a specific purpose. The

Figure 2-3

ORGANIZATION OF THE UNIVERSITY OF NORTH CAROLINA


GENERAL ASSEMBLY OF NORTH CAROLINA
BOARD OF GOVERNORS THE UNIVERSITY OF NORTH CAROLINA
COMMITTEE ON BUDGET AND FINANCE
COMMITTEE ON GOVERNANCE
COMMITTEE ON PERSONNEL AND TENURE
COMMITTEE ON EDUCATIONAL PLANNING POLICIES AND PROGRAMS
PRESIDENT THE UNIVERSITY OF NORTH CAROLINA
ASSISTANT TO THE PRESIDENT GOVERNMENTAL AFFAIRS
ASSISTANT TO THE PRESIDENT LEGAL AFFAIRS
ASSISTANT TO THE PRESIDENT PUBLIC INFORMATION
ASSISTANT TO THE PRESIDENT FOR RELATIONS WITH FACULTY ASSEMBLY PRIVATE COLLEGES & UNIVERSITIES AND THE COMMUNITY COLLEGE SYSTEM
SPECIAL ASSISTANTS TO THE PRESIDENT
ADMINISTRATIVE COUNCIL
FACULTY ASSEMBLY
GRADUATE COUNCIL
COUNCIL OF STUDENT GOVERNMENT PRESIDENTS
ADVISORY COUNCIL OF PRESIDENTS OF PRIVATE COLLEGES AND UNIVERSITIES
LIAISON COMMITTEE -- UNC, CCS, PCU
JOINT ADVISORY COMMITTEE UNC AND CCS
SECRETARY OF THE UNIVERSITY
DIRECTOR OF EDUCATIONAL TELEVISION
VICE PRESIDENT FOR ACADEMIC AFFAIRS AND SENIOR VICE PRESIDENT
VICE PRESIDENT FOR FINANCE
VICE PRESIDENT FOR PLANNING
VICE PRESIDENT FOR RESEARCH AND PUBLIC SERVICE
VICE PRESIDENT FOR STUDENT SERVICES AND SPECIAL PROGRAMS
Research Universities I
Doctoral Granting Universities II
THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
NORTH CAROLINA STATE UNIVERSITY AT RALEIGH
THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
Comprehensive Universities I
APPALACHIAN STATE UNIVERSITY
EAST CAROLINA UNIVERSITY
NORTH CAROLINA AGRICULTURAL & TECH. STATE UNIVERSITY
NORTH CAROLINA CENTRAL UNIVERSITY
THE UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE
WESTERN CAROLINA UNIVERSITY
Comprehensive Universities II
ELIZABETH CITY STATE UNIVERSITY
FAYETTEVILLE STATE UNIVERSITY
PEMBROKE STATE UNIVERSITY
THE UNIVERSITY OF NORTH CAROLINA AT ASHEVILLE
THE UNIVERSITY OF NORTH CAROLINA AT WILMINGTON
WINSTON-SALEM STATE UNIVERSITY
Specialized Institution
NORTH CAROLINA SCHOOL OF THE ARTS
Line relationship
Advisory relationship

comprehensive purpose is found in the statutory responsibility to "plan and develop a coordinated system of higher education in North Carolina." The specific purpose is found in the further statutory responsibility to "determine the functions, educational activities and academic programs" of each constituent institution.

7. Administrative Organization

The administrative organization of Appalachian State University is clearly outlined in Figure 2-4. Organizational charts for specific units within the university are located in the appropriate sections of the Stage Two reports. Descriptions of the responsibilities of the chief administrative officers can be found in Chapter IV (Organization for Administration) of the Faculty Handbook. The duties of the Chancellor are described as follows:

> The Chancellor is the administrative and executive head of Appalachian State University and exercises complete executive authority therein, subject to the direction of the President. The Chancellor is responsible for carrying out policies of the Board of Governors and the Board of Trustees. As of June 30 of each year the Chancellor prepares for the Board of Governors and for the Board of Trustees a detailed report on the operation of the institution for the preceding year. It is also the Chancellor's specific duty and responsibility to:
>
> 1. Attend all meetings of the Board of Trustees and be responsible for keeping the Board of Trustees fully informed on the operation of Appalachian State University and its needs.
>
> 2. Keep the President, and through the President, the Board of Governors, fully informed concerning the operations and needs of the institution.
>
> 3. Make recommendations for the appointment of personnel within Appalachian State University and for the development of educational programs, subject to policies prescribed by the Board of Governors and by the Board of Trustees.
>
> 4. Provide leadership in supporting equality of opportunity and in supporting the protections available to members of the university community under all applicable federal laws.

Closer attention to the responsibilities of the other chief administrative officers will be given in the following Stage Two reports:

Vice Chancellor for Academic Affairs - Educational Program report
Vice Chancellor for Business Affairs - Financial Resources report
Vice Chancellor for Development and Public Affairs - Organization and Administration report, section eight
Vice Chancellor for Student Affairs - Student Development Services report

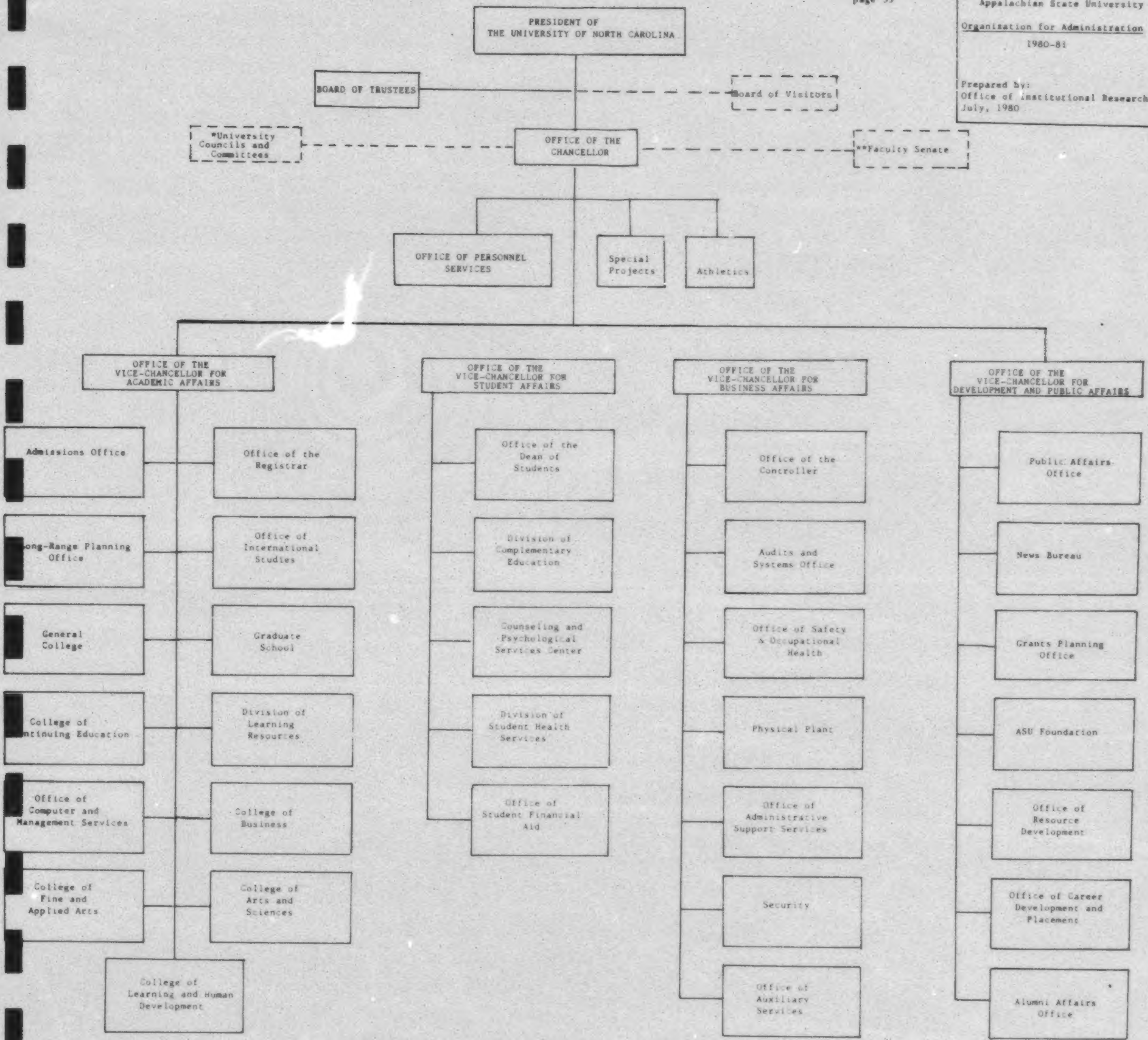
Figure 2-4

Appalachian State University

Organization for Administration

1980-81

Prepared by:
Office of Institutional Research
July, 1980


PRESIDENT OF
THE UNIVERSITY OF NORTH CAROLINA
BOARD OF TRUSTEES
Board of Visitors
*University Councils and Committees
OFFICE OF THE CHANCELLOR
**Faculty Senate
OFFICE OF PERSONNEL SERVICES
Special Projects
Athletics
OFFICE OF THE VICE-CHANCELLOR FOR ACADEMIC AFFAIRS
Admissions Office
Office of the Registrar
ong-Range Planning Office
Office of International Studies
General College
Graduate School
College of ntinuing Education
Division of Learning Resources
Office of Computer and Management Services
College of Business
College of Fine and Applied Arts
College of Arts and Sciences
College of Learning and Human Development
OFFICE OF THE VICE-CHANCELLOR FOR STUDENT AFFAIRS
Office of the Dean of Students
Division of Complementary Education
Counseling and Psychological Services Center
Division of Student Health Services
Office of Student Financial Aid
OFFICE OF THE VICE-CHANCELLOR FOR BUSINESS AFFAIRS
Office of the Controller
Audits and Systems Office
Office of Safety & Occupational Health
Physical Plant
Office of Administrative Support Services
Security
Office of Auxiliary Services
OFFICE OF THE VICE-CHANCELLOR FOR DEVELOPMENT AND PUBLIC AFFAIRS
Public Affairs Office
News Bureau
Grants Planning Office
ASU Foundation
Office of Resource Development
Office of Career Development and Placement
Alumni Affairs Office

FACULTY SENATE COMMITTEES

*ADMINISTRATIVE CABINET
ALUMNI COUNCIL
ATHLETIC COUNCIL
INSTITUTIONAL STUDIES AND PLANNING COMMITTEE

**Academic Freedom and Tenure Committee
Agenda Committee
Committee on Academic Policy
Budget Committee
Campus Planning Committee
Committee on Committees
Committee on Professional Ethics
Committee on Welfare of Students
Committee on Welfare and Morale
Faculty Grievance Committee

8. Institutional Advancement: Development and Public Affairs

The Development and Public Affairs area, under the direction of the Vice Chancellor for Development and Public Affairs, serves as the primary source of information on university activities through interpreting for public information the accomplishments of the university in various phases of its operation and services; maintaining both on-campus and off-campus contacts; and seeking to secure support for the stated goals and purposes of the university. The responsibilities of the Vice Chancellor for Development and Public Affairs, as listed in the Faculty Handbook, are to:

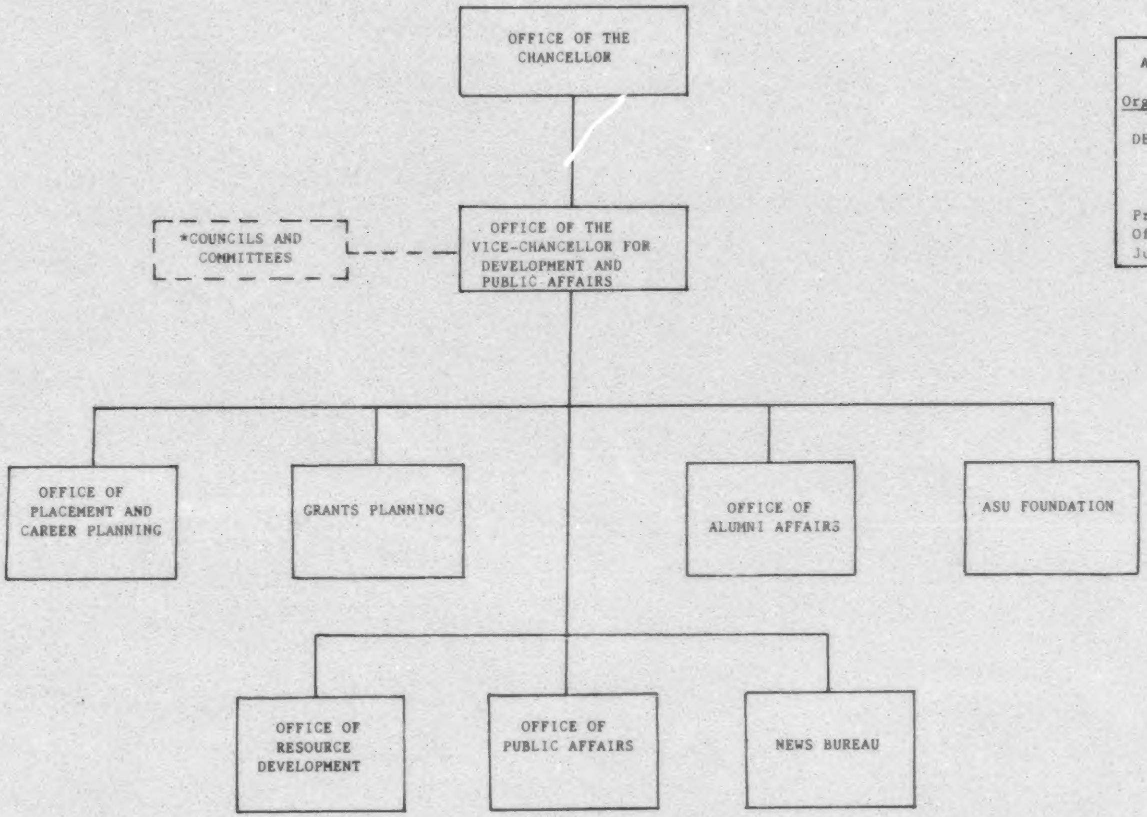
1. Create a favorable climate within which the university can operate more easily.
2. Create a climate that will encourage the university's publics to support it financially.
3. Administer and operate the Appalachian State University Foundation, Inc.
4. Coordinate and supervise all private fund-raising activities of the university.
5. Promote in every worthy and proper way the good image of the university.
6. Administer and supervise all public information, promotion and public affairs activities of the university.
7. Assist students and alumni in obtaining suitable positions of employment and to promote cordial relationships with prospective employers.
8. Counsel with students and alumni regarding placement and career opportunities.
9. Coordinate, administer and promote all alumni functions and activities.
10. Supervise the development of materials published for off-campus distribution.
11. Research and request for the university's financial support federal funds and private foundation resources.

The basic objectives, functions, and responsibilities of the areas reporting to Development and Public Affairs (Figure 2-5) are as follows:

Alumni Affairs

The goals and responsibilities of the Alumni Affairs Office include promoting good will among all alumni, faculty, staff, students, parents, friends and supporters of ASU; communicating with alumni as often as possible by both written and spoken word; and promoting all activities and programs that ASU offers. One of the basic responsibilities of the office is to maintain current information on over 27,000 alumni. It also assists in the bi-monthly publication of the Appalachian Focus, a news tabloid of 12 to 16 pages, mailed free to each alumnus.

Figure 2-5


OFFICE OF THE CHANCELLOR
*COUNCILS AND COMMITTEES
OFFICE OF THE VICE-CHANCELLOR FOR DEVELOPMENT AND PUBLIC AFFAIRS
OFFICE OF PLACEMENT AND CAREER PLANNING
GRANTS PLANNING
OFFICE OF ALUMNI AFFAIRS
ASU FOUNDATION
OFFICE OF RESOURCE DEVELOPMENT
OFFICE OF PUBLIC AFFAIRS
NEWS BUREAU

Appalachian State University

Organization for Administration

DEVELOPMENT AND PUBLIC AFFAIRS

1980-81

Prepared by:
Office of Institutional Research
July, 1980

*ADMINISTRATIVE COUNCIL
ASU FOUNDATION CORPORATION COUNCIL

Appalachian State University Foundation, Inc.

The Appalachian State University Foundation was incorporated in November 1970 to aid, strengthen, and further the work and services of Appalachian State University and to develop and utilize the ties of alumni and friends throughout the state and nation. It is the umbrella for receiving all private gifts and grants to Appalachian State University, thus providing scholarship aid and many other sources of support to university programs which otherwise would not be possible through state and federal support. A financial statement for the ASU Foundation can be found in the Financial Resources report.

News Bureau

The News Bureau was formed in 1965 to obtain the best possible media coverage for the university. Its services include regular special features, hometown news releases, a radio show, weekly columns, and other special services to the local community and region.

Office of Grants Planning (see Research report)

Placement and Career Development

The administrative scheme which attaches the Placement Office to Development is atypical, but provides a means of coordinating placement and the career development of alumni. Not only does the office assist alumni in their career development, it calls upon alumni members to assist Appalachian students in internship programs and their job searches. Alumni are brought to the campus to meet with students and discuss job opportunities and job search skills in their area. The activities of this office will be discussed in greater detail in the Student Development Services report.

Public Affairs

The Public Affairs Office seeks to inform the public of activities and accomplishments at ASU. It also acts as the official host of the university and, within the guidelines of The University of North Carolina system, works with members of the North Carolina General Assembly.

Sports Information

The Sports Information Office annually designs and writes the copy for numerous athletic publications to provide facts and statistics for representatives of the media and to assist in the recruitment of student athletes.

Publications

All official university publications, such as academic catalogs, pamphlets, and brochures, general promotional and information pieces, summer school materials, and university journals, are the responsibility of Development and Public Affairs.

9. Institutional Research and Planning

Institutional Research and Planning is carried out by three units:

The Office of Computer and Management Services (computer center) provides both administrative and academic computing support for the university and the region and reports to the Vice Chancellor for Academic Affairs. The Office of Statistical and Computer User Services, as part of the computer center, is especially responsible for data collection and preparation of all institutional reporting requirements including inter-institutional, intra-institutional, and external agencies, in order to maintain consistency and accuracy in fulfilling these requirements.

Long-range planning at ASU is facilitated by the Office of University Long-Range Planning, which reports to the Vice Chancellor for Academic Affairs. It is the responsibility of the University Coordinator of Long-Range Planning to:

a. develop and implement planning tools and procedures;
b. serve as Executive Secretary of the University Committee for Institutional Studies and Planning;
c. serve as a resource person for any university agency engaged in planning activities;
d. provide support and guidance for major self-study efforts for external agencies;
e. submit long-range planning information to the General Administration of The University of North Carolina;
f. maintain a small library of files and materials related to the planning process.

The University Committee for Institutional Studies and Planning, made up of representatives from each element of the university community, acts as the initial screening point for planning ideas, and provides the basic discussion forum for the receipt, generation, and dissemination of basic planning considerations.

Institutional Sector: EDUCATIONAL PROGRAM

The educational program is one of the principal means whereby Appalachian State University seeks to fulfill its official purpose and carry out the specific responsibilities assigned to it by the UNC Board of Governors. The measures established to ensure that the educational program is clearly related to the purpose and mission of the institution will be discussed in the curriculum section of this report.

The chief administrative officer in the areas of educational program and faculty is the Vice Chancellor for Academic Affairs. The duties of this officer, stated in full in the Faculty Handbook, may be summarized as the following:

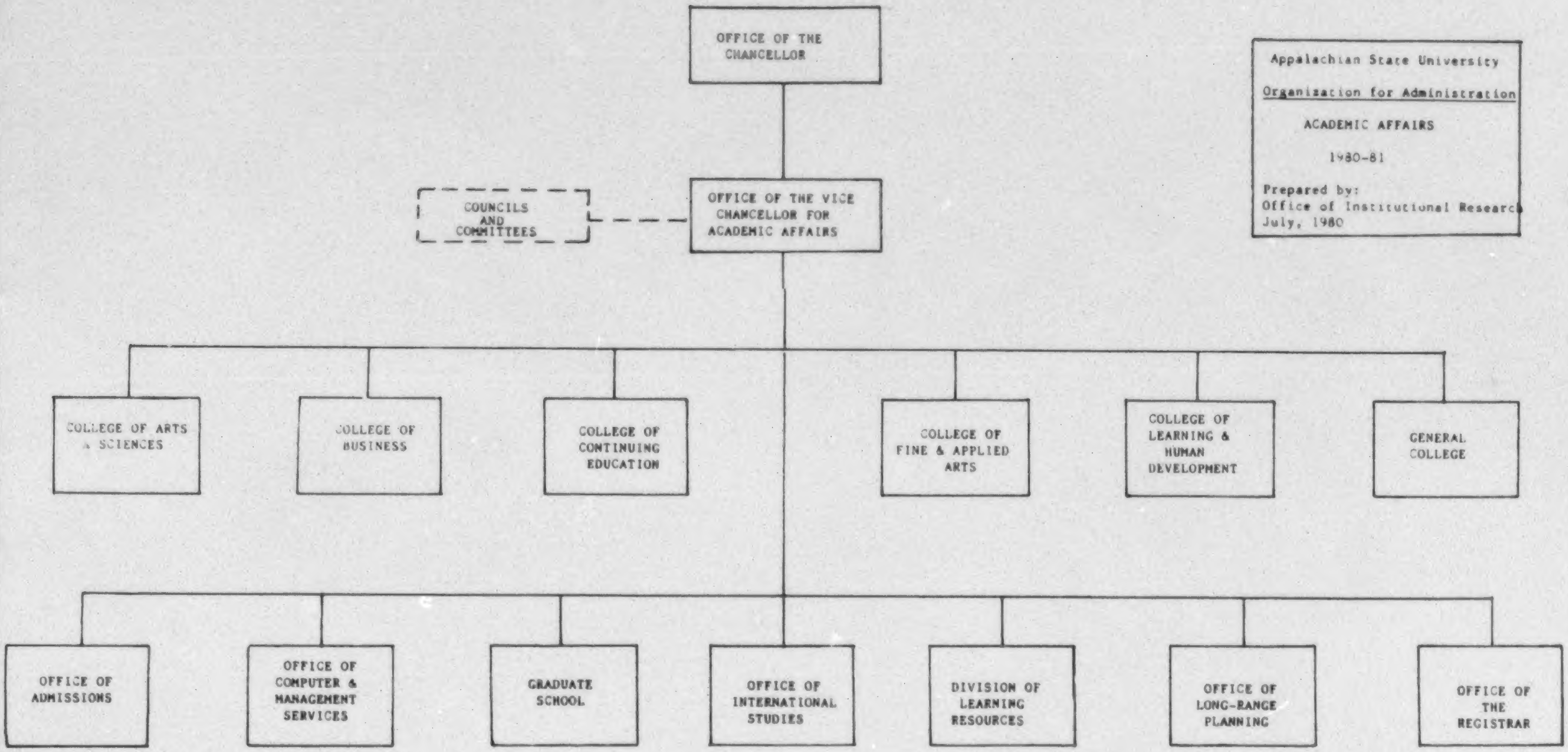
1. Provide leadership in initiating and encouraging continuing studies and research among the faculty, designed to improve the curriculum and quality of instruction.
2. Assist the deans of the colleges in determining the needs for instructional personnel and arranging to locate such personnel.
3. Prepare a recommended biennial budget for the instructional program.
4. Coordinate and supervise the publication of such documents as the college catalogs and companion bulletins, the Faculty Handbook, the Academic Policies and Procedures Manual, the schedules of classes and examinations,and the Faculty Pictorial Directory.
5. Participate in discussions concerning needed new buildings, the development of plans for new buildings, and the purchase of instructional equipment for them.
6. Cooperate with the Faculty Senate in developing agenda for meetings of the general faculty.
7. Assemble information and prepare reports relating to academic affairs for various agencies.
8. Appoint such special committees of faculty and/or students as are deemed necessary for effective and efficient participation of these groups in academic affairs.
9. Provide leadership in supporting equality of opportunity and in supporting the protections available to members of the university community under all applicable federal laws.

Working with the Vice Chancellor in the discharge of these duties and responsibilities is the Associate Vice Chancellor for Academic Affairs. Figure 3-1 (Organization for Administration: Academic Affairs) indicates the areas and officers within the university that report to the Vice Chancellor for Academic Affairs.

1. Admissions

Enrollment levels for Appalachian State University are established by the Board of Governors of The University of North Carolina in its

Figure 3-1


OFFICE OF THE CHANCELLOR
COUNCILS AND COMMITTEES
OFFICE OF THE VICE CHANCELLOR FOR ACADEMIC AFFAIRS
COLLEGE OF ARTS & SCIENCES
COLLEGE OF BUSINESS
COLLEGE OF CONTINUING EDUCATION
COLLEGE OF FINE & APPLIED ARTS
COLLEGE OF LEARNING & HUMAN DEVELOPMENT
GENERAL COLLEGE
OFFICE OF ADMISSIONS
OFFICE OF COMPUTER & MANAGEMENT SERVICES
GRADUATE SCHOOL
OFFICE OF INTERNATIONAL STUDIES
DIVISION OF LEARNING RESOURCES
OFFICE OF LONG-RANGE PLANNING
OFFICE OF THE REGISTRAR

Appalachian State University

Organization for Administration

ACADEMIC AFFAIRS

1980-81

Prepared by:
Office of Institutional Research
July, 1980

*ACADEMIC POLICIES AND PROCEDURES COMMITTEE
ADMISSIONS COMMITTEE
BUDGET ADVISORY COMMITTEE
COMPUTER POLICY AND ADVISORY COUNCIL
DEANS' COUNCIL
INTERNATIONAL STUDIES COUNCIL
LEARNING RESOURCES COMMITTEE
PATENT AND COPYRIGHT COMMITTEE
REGISTRATION AND CALENDAR COMMITTEE
RESEARCH COMMITTEE

long-range planning document, which encompasses a five-year interval. The long-range plan is updated by the Board of Governors biennially and may revise enrollment projections which were established in a prior year. Figure 3-2 contains enrollment projections for ASU from The University of North Carolina's Long-Range Planning, 1980-85.

Figure 3-2

ASU ENROLLMENT PROJECTIONS, 1980-85

	FTE			Headcount		
Year	Undergrad.	Grad.	Total	Undergrad.	Grad.	Total
1980-81	7825	700	8525	8653	1141	9794
1981-82	7805	660	8465	8610	1190	9800
1982-83	7850	675	8525	8750	1207	9957
1983-84	7898	705	8603	8767	1258	10,025
1984-85	7945	725	8670	8822	1290	10,112

The policies governing admission of undergraduate students are formulated and executed by the University Admissions Committee, which also serves as an appeals board for those whose applications for admission have been denied. The membership consists of six faculty members and three students, with the Director of Admissions and Dean of the General College serving as ex officio members. The committee reports to the Vice Chancellor for Academic Affairs; ultimate authority rests with the ASU Board of Trustees. Admissions policies for the Graduate School are separate and distinct from undergraduate policies and are discussed in the Graduate Program report.

The Office of Admissions has the responsibility for administering the admissions policies for all undergraduate students. All documents relating to the admission of students are on file in this office. These records are automated, making it possible for prospective students to obtain in a timely manner information concerning their status prior to enrollment. There is also an Office of Student Record Support which assists the Office of Admissions, the Registrar's Office, and the Graduate School in the maintenance of all required records for admissions.

The general catalog published annually by ASU includes the admissions requirements for each of the several classifications -- freshman student, transfer student, or special student -- under which a prospective student may seek admission to the university. The overwhelming majority of students seeking admission as freshmen must meet the following requirements:

1. graduation from an accredited secondary school.
2. a combination of secondary school class rank and Scholastic Aptitude Test (SAT) score sufficiently high to predict the necessary grade point average to be earned at the end of the freshman year. (The minimum predicted grade point average

is stipulated by the University Admissions Committee and is currently set at 1.9 on a 4.0 scale).
3. a minimum of two years of college preparatory mathematics, defined as either two years of algebra or one year of algebra and one year of geometry.

The admissions policy for freshmen also provides for the following special categories:

1. The "GED Test" graduate who has passed the GED test and presents a total SAT score of at least 750.
2. Admissions Partnership Program, which allows approximately 30 "exceptional" students to be admitted as freshmen at the completion of their junior year in secondary school. The freshman year at ASU functions in lieu of the senior year of high school.
3. Breakthrough Program, a federally funded program through which approximately 30 "educationally disadvantaged" students are admitted.

Students seeking to transfer from other collegiate institutions must meet the following requirements:

1. a cumulative earned grade point average of 2.0 on a 4.0 scale on all collegiate work attempted prior to entering ASU.
2. immediate eligibility to return to the last collegiate institution attended.

The "four-year policy," directed toward adults and applicable to both freshmen and transfer students, allows an individual who has not been enrolled in either secondary or collegiate education for a minimum period of four years to be admitted without regard to normal academic qualifications. If the applicant did not finish secondary school, he/she must successfully complete the GED test.

Appalachian State University receives considerable attention from potential students. For the 1979 fall semester, a total of 6,320 applications were processed. Of these, 5,134 were accepted for admission and 2,947 actually enrolled in courses. New freshmen applicants numbered 4,708, with 1,962 enrolling; transfer applicants totaled 1,157, with 679 enrolling; and 455 graduates applied, with 320 enrolling. Recruiting materials and activities accurately reflect the admissions requirements of the university as stated in the current general catalog.

Students may apply for financial aid through federal work-study programs, various loan programs, and several types of scholarships. The financial aid policies of the university are clearly stated in each year's general catalog. Further information and assistance are provided to students through the Office of Student Financial Aid. Additional information on the types and amount of financial aid provided for ASU students may be found in the Student Development Services report.

ASU participates in the Advanced Placement Program of the Educational Testing Service. Entering students may also qualify for advanced placement and credit by being invited to take departmental tests in their areas of specialization. Based upon these test results, the amount and nature of the credit granted is determined by the Committee on Academic Policies and Procedures and the appropriate department of instruction. The university's policy on the awarding of credit for experiential learning is discussed in the Special Activities report.

All freshmen and transfer students are required to take reading and writing proficiency tests, as well as a mathematics placement test. Developmental courses are provided for students with deficiencies in these areas. The Special Services Office also provides counseling, a tutorial program, and a study lab for students who are financially, academically, physically, or culturally disadvantaged. Mini-courses, open to the entire university, are offered in study skills and personal development areas. Students needing special assistance may also use the writing lab in the English Department and the History Lab maintained by the History Department.

To continue at Appalachian a student must have the following grade point averages and hours passed at the beginning of the semesters indicated:

	G.P.A.	Hours
Semester 2	.75	-
Semesters 3, 4	1.50	24
Semester 5	1.90	54
Semester 6, 7, 8	2.00	60

The traditional retention policy, as stated in the general catalog, provides that any student failing to meet these requirements be suspended from the university and be so notified in writing by the dean of the college in which he/she is enrolled. Eligibility for readmission may be restored only by completion of sufficient work in the summer session at Appalachian or by permission of the college's readmissions committee. However, upon the recommendation of the Deans' Council, the Vice Chancellor for Academic Affairs has approved a two-year experimental retention policy. This policy states that students normally academically ineligible to return to ASU following the end of the 1980 and 1981 fall semesters will be eligible for readmission to the subsequent spring semesters provided the student petitions the appropriate dean for special permission to enroll. In order to be granted this permission the student must schedule and keep an appointment with an advisor in the dean's office prior to the opening of the spring semester, agree in writing to a course of study and activities prescribed by the advisor, and agree to have at least one additional conference with the advisor by mid-term. The deans are to keep detailed records with regard to the policy and, following the end of the 1982 spring semester, an analysis will be made of the academic progress of students who in earlier years would have returned only during the summer sessions to raise their grade point averages.

Of the 9,794 students enrolled in on-campus courses in the fall of 1980, the largest number, 2,746 (28%), were freshmen, followed by 1,942 sophomores (20%), 1,872 seniors (19%), 1,846 juniors (19%), and 1,141 graduate students (11.5%). In addition, there were 247 unclassified (non-degree seeking) students enrolled in on-campus courses. There were 4,655 (47.5%) males and 5,139 (52.5%) females. A total of 786 (8%) students came from states other than North Carolina.

2. Curriculum

Appalachian State University follows a well-defined procedure in the establishment or change of the curriculum. The Academic Policies and Procedures Committee, composed of 10 faculty members (recommended to the Chancellor by the Faculty Senate) and four students (recommended by the Student Government Association), is the final recommending body to the Vice Chancellor for Academic Affairs in this area. Recommendations for changes in general academic policies or academic programs may be submitted to this committee by any of the following: a department, college, or school; the Faculty Senate; the Student Government Association; the Council of Deans. The usual flow in curriculum establishment or change is from the department, to the college council, to the dean of the college, to the Academic Policies and Procedures Committee, to the Vice Chancellor for Academic Affairs. Any proposal for changes in a college's or school's programs or structures must be acted upon by the faculty of the college or school before being presented to the AP&P Committee.

The Board of Governors of The University of North Carolina has the authority to approve new degree programs and new degree program tracks. Consequently, in accordance with procedures established by the Board of Governors, the following types of requests must be submitted by the Chancellor to the President of The University of North Carolina:

1. Authorization to change the name or title of an existing degree program or degree program track.
2. Authorization to discontinue a degree program or degree program track.
3. Authorization to establish a new degree program track.
4. Authorization to establish a new sixth-year program.
5. Authorization to plan a new degree program.
6. Authorization to establish a new degree program previously authorized for planning.

Requests for new programs or new program tracks must include evidence of educational need, including documentation of demand for graduates; the relationship of the proposed program to the institution's mission; the relationship of the proposed program or track to existing programs or tracks; the probable effect on enrollment levels of existing programs or tracks; the expected racial impact of the instructional activity; and budget information if additional resources will be required. Figure 3-3 summarizes the review process required for requesting authorization to plan or to establish new degree programs, degree program tracks, or sixth-year programs.

Figure 3-3

NEW PROGRAM DEVELOPMENT REVIEW PROCESS

	AUTHORIZATION TO PLAN		AUTHORIZATION TO ESTABLISH	
LEVEL	NEW PROGRAM	NEW TRACK	NEW PROGRAM	NEW TRACK
Baccalaureate	1. The President AND 2. The Committee on Educational Planning, Policies, and Programs of the Board of Governors	none required	1. The President, 2. The Committee on Educational Planning, Policies, and Programs, AND 3. The Board of Governors	The President
Master's			1. The President, 2. The University Graduate Council, 3. The Committee on Educational Planning, Policies and Programs, AND 4. The Board of Governors	
Intermediate				
Doctoral - 1st Professional				

Taken from The University of North Carolina Board of Governors *Long-Range Planning 1978-1983*

ASU maintains an up-to-date "Inventory and Status of Suggested Academic Program Changes" from which proposals for new academic programs are selected for submission to the President of The University of North Carolina. The usual procedure is for the chairperson of any department desiring to effect a major change in its academic program to submit to the University Coordinator of Long-Range Planning a "Prospectus for Change of an Academic Program." Each year the Coordinator of Long-Range Planning, using the Prospectuses submitted, updates the "Inventory and Status of Suggested Program Changes" and presents the Prospectuses and the Inventory to the Academic Program Planning Advisory Subcommittee of the Council of Deans for review. The subcommittee reviews the materials and recommends priorities and actions to the Vice Chancellor for Academic Affairs. The Vice Chancellor then invites those departments that are high on the priority listing to begin the appropriate procedures for submitting formal application for change through normal channels (college councils, Graduate Council, AP&P, etc.). Those proposals receiving final institutional approval are submitted to the President of The University of North Carolina for consideration and authorization.

Curriculum review is addressed in a variety of ways. In 1976 The University of North Carolina Board of Governors directed that procedures be put into effect for the systematic review of all degree programs on a schedule to be defined in periodic editions of the UNC long-range plan. Programs scheduled for review during the period 1976-1981 included baccalaureate and graduate programs in the health professions; all degree or certificate programs below the baccalaureate level; all teacher education programs at all levels; public affairs and services programs; technology and engineering technology programs; and home economics programs.

Special studies have also been undertaken with reference to specific institutions (not including ASU), and an evaluation of programs in business and management is scheduled for the current planning period. It is the intention of the Board of Governors that ultimately all programs will be reviewed. Any program found to be "unproductive, excessively costly, or unnecessarily duplicative" will be discontinued. Programs not meeting necessary standards of effectiveness but meeting an important educational need are to be strenghtened as a matter of priority over the creation of new programs in an institution.

Appalachian undertook a complete review of its curriculum in 1975 when it went from the quarter to the semester system. And in 1979-80 all departments, as a part of the university's self-study, conducted departmental self-studies which included a consideration of programs and course offerings.

The undergraduate program at Appalachian is divided into three areas: general education, academic major, and electives and/or professional courses. The ASU Admissions Information Bulletin for 1979-80 explains to the prospective student the rationale for this three-fold program:

> The purpose of general education is to build upon previous schooling to help you become a liberally educated person, while the purpose of a major area of academic concentration

> is to lead you deeply into at least one area of knowledge. Elective courses permit you to broaden and deepen your academic experience and competence, and professional courses are intended to prepare you for professional job skills.

The university catalog lists the various degrees available; the majors within each degree; the general education, degree, and major requirements; and brief course descriptions with prerequisites for those courses which require them. The student is held responsible for completing requirements for graduation, but is provided with direction both from the catalog and through advisement programs offered by the General College, the departments, and the degree-granting colleges.

Each department maintains on file an up-to-date syllabus for each course it offers. These syllabi include the following elements: course objectives, anticipated course content, and the basis on which the students will be evaluated.

All students who graduate from Appalachian are required to complete a general education program spread over six areas: English composition (6 s.h.), humanities (12 s.h.), social sciences (12 s.h.), mathematics (4 s.h.), sciences (6-8 s.h.), and physical education (2 s.h.). Some latitude is allowed in selection of courses within these areas, but in each case competency in written communication is required and broad areas of study are covered.

There are six types of bachelor's degrees awarded at ASU -- the Bachelor of Arts; Bachelor of Music; Bachelor of Science; Bachelor of Technology; Bachelor of Science, Business Administration; and Bachelor of Science, Criminal Justice -- and a total of 128 majors available at the bachelor's level. There are three types of master's degrees -- the Master of Arts; Master of Science; and Master of Business Administration -- and over 60 majors at the master's level. Appalachian also offers one science specialist major and 11 majors under the education specialist program as well as two programs leading to a Certificate of Advanced Study. A complete list of authorized degree programs for ASU may be found in UNC Long-Range Planning, 1980-85, and in the ASU 1980-81 Fact Book. Figure 3-4 provides a history of degrees awarded from 1975-76 to 1979-80.

The University Honors Program currently encompasses four honors programs (General Honors, as well as departmental honors in English, History, and Economics), with approximately 265 students enrolled in 14 courses each semester. The Physics Department has received approval for appropriate academic course work with thesis, so that its outstanding majors may graduate with departmental honors. Other departments are considering the initiation of departmental honors courses.

The University Honors Program is administered through the General College by a quarter-time coordinator. The coordinator is charged with helping to identify and recruit qualified students, coordinate the various

Figure 3-4

DEGREES AWARDED HISTORY

DEGREE PROGRAM	1975-1976	1976-1977	1977-1978	1978-1979	1979-1980
COLLEGE OF ARTS & SCIENCES					
Bachelor of Arts	267	223	228	204	142
BS (Teaching)	171	120	87	85	52
BS (Non-Teaching)	9	30	73	126	184
BS (Criminal Justice)			7	27	34
UNDERGRADUATE TOTAL	447	373	395	442	412
Master of Arts (Teaching)	79	102	74	44	28
MA (Non-Teaching)	29	44	57	85	60
Master of Science	0	1	3	3	6
Science Specialist	1	2	1	0	0
Cert. of Adv. Study	0	0	0	0	0
GRADUATE TOTAL	109	149	135	132	94
COLLEGE OF BUSINESS					
BS (Teaching)	22	17	6	14	8
BS (Non-Teaching)	4	10	7	3	14
BSBA	259	268	289	365	408
UNDERGRADUATE TOTAL	285	295	302	382	430
MA (Teaching)	41	31	14	10	6
MA (Non-Teaching)		9	6	0	5
MS				3	3
MBA			6	24	21
GRADUATE TOTAL	41	40	26	37	35
COLLEGE OF FINE & APPLIED ARTS					
BA	11	7	8	11	11
BM	44	29	42	33	35
BS (Teaching)	206	176	142	134	143
BS (Non-Teaching)	83	91	145	187	199
UNDERGRADUATE TOTAL	344	303	338	365	388
MA (Teaching)	59	49	57	53	45
GRADUATE TOTAL	59	49	57	53	45
COLLEGE OF LEARNING AND HUMAN DEVELOPMENT					
BS (Teaching)	366	381	354	352	304
BS (Non-Teaching)	1	2	2	1	0
BT	64	109	87	106	94
UNDERGRADUATE TOTAL	431	492	443	459	398
MA (Teaching)	283	449	598	390	286
MA (Non-Teaching)		2	2	0	3
Ed.S.	61	149	32	56	60
CAS	1	1	0	0	3
GRADUATE TOTAL	345	601	632	446	352
UNDERGRADUATE TOTAL	1507	1463	1478	1648	1628
GRADUATE TOTAL	554	839	850	668	526
GRAND TOTAL	2061	2302	2318	2316	2154

honors programs, supervise honors housing, sponsor the Honors Club, supervise the honors budget, and maintain program quality.

For the past five years, ASU has allocated a budget of $32,500 annually for Honors Scholarships. The university projects an increase over the next four years to a total of $140,000 annually for these scholarships, with individual awards of $2000 (10 scholarships) and $1000 (15 scholarships) annually. Honors Scholarships are renewable for four consecutive years, provided the student enrolls in honors courses each year and maintains a 3.4 grade-point average.

Honors students may opt to live in East Dormitory, where one corridor (Honcore) has been reserved for them. It is hoped that a true Honors Center, with living-learning facilities and a central office, will be provided in the near future.

The University Scholars Program, also under the administration of the Coordinator of University Honors Programs, will be launched in 1981. Beginning with a budget of $1000, it will grow annually by $1000 increments to a maximum of $15,000. The purpose of the program is to bring together outstanding students with selected faculty on a regular basis for the purpose of meeting with notable invited speakers.

3. Instruction

Appalachian State University recognizes the importance of instruction in the total educational program of the institution and encourages excellence in the preparation and performance of both faculty and students. The university fosters diversity in its course offerings and in instructional methods. Modes of delivery vary with course objectives, with such methods as lecture, small group instruction, seminar, module units, laboratory, individual study, independent study, and student research being used on campus.

Through the Practitioner-in-Residence Program, the colleges are able to bring to campus as visiting faculty for one semester or for the entire academic year individuals with practical experience in various professions. The Office of Academic Affairs also provides funds to support brief visits by Instructional Resource Persons who will have substantial contact with students for a few days. Off-campus internships, coordinated with academic programs, provide students with the opportunity to learn by doing in areas such as education, government, business, and industry. The Student Internships Office is discussed in the Special Activities report.

International studies programs at Appalachian began in 1970 with a series of study abroad options. Such programs, generally conducted in the summer, continue to be a major feature of the international offerings of the university, although the number of such study abroad programs has decreased in the past few years. The major reason for this decline is economic. The rising cost of trans-Atlantic transportation as well as the decline in the value of the U.S. dollar abroad have increased the cost of study abroad programs to such a level that they are generally unaffordable to ASU students. These programs have dropped in number from 11 in 1977-78 to five in 1978-79 to three in 1979-80. A slight increase is projected for 1980-81.

Because of the decline in ASU summer study abroad programs, the Office of International Studies has sought other means of providing an international dimension to students and faculty. The office has sponsored and conducted a number of study visits to the ASU campus by groups from abroad, including groups of Japanese students and English head teachers and college principals. In addition, the Office of International Studies has worked with a number of academic departments on the development of curriculum changes to add an international dimension to the curriculum.

An important feature of the Office of International Studies is the service it offers to individual students and faculty. As the number of ASU-sponsored study abroad programs decreased, the office expanded its efforts to inform students about overseas programs available to them. The effort is designed to locate a program suited to individual needs and assist in student placement for practical experience abroad. The office works with faculty by acting as a clearinghouse for information on scholarship and exchange teaching opportunities abroad.

Experimentation and change are encouraged through the Center for Instructional Development, which aids individual faculty members and departments with planning and implementation of instructional and curricular changes. The CID sponsors many seminars, workshops, and resource persons for the study of methods of instruction. During 1978-79, approximately 33% of the faculty participated in programs sponsored by the CID. Funds are also available through the CID for contract extensions during May and June to allow faculty members to conduct instructional and faculty development projects. During 1979 a total of $51,011 was utilized in 24 such projects involving 86 faculty members. Six faculty members received one-quarter released time for one semester each to work on instructional development projects. Other avenues for faculty development, including off-campus scholarly assignments, leaves of absence, research grants, and administrative internships, are discussed in the Faculty report.

Further support for instruction comes from the library (see Library report) and Audio-Visual Services. The latter, one of the three units within the Learning Resources area, provides professional and technical assistance in the effective use of instructional and communications media. These services include:

1. professional assistance in the development, use, and evaluation of instructional materials;
2. comprehensive photographic, graphics, and television production services;
3. print duplication and copy machines;
4. basic A-V equipment for short-term check-out;
5. repair of university-owned A-V equipment; and
6. basic A-V supplies, such as film and video tape.

Based upon a recommendation made in 1974 by the Academic Policies and Procedures Committee, an annual report on grading practices is prepared by the Office of Academic Affairs and, from 1975 to 1980, was distributed to all faculty members at the beginning of each fall term. Each department examined the report's findings and prepared a departmental statement which summarized faculty reaction and presented a departmental position with respect to grading practices and aspirations. These statements were sent to the appropriate dean, who reviewed them and forwarded them to the Office of Academic Affairs. An annual grading report continues to be prepared for Academic Affairs by the Office of Statistical and Computer User Services and, although not distributed to all faculty members, is available for inspection by them. Figure 3-5 provides a summary of undergraduate grade distribution by college from 1974-75 to 1979-80.

Although Appalachian has no formal university-wide procedure for evaluation of instruction, most departments engage in some form of evaluation. Many individual departments, as well as the Placement Office, also conduct follow-up surveys of graduates in more advanced programs or in employment. Departmental activities in these areas are reflected in the departmental self-studies.

The professional qualifications of the faculty are obviously related to the effectiveness of instruction. As of fall 1979 approximately 67.8% of the full-time teaching faculty possessed the terminal degree in their teaching area. The present funded student-teacher ratio is 15.7 to 1 and results in an average instructional load of 12 semester hours for the individual faculty member. Reductions in the teaching load are permitted when called for by special circumstances as outlined in the Faculty Handbook (Chapter V).

The departmental self-studies offer evaluations at the departmental level of the adequacy of the library holdings, instructional materials, and physical facilities. These needs are also addressed in the general reports on the Library and Physical Resources. The Financial Resources report provides specific data with respect to the operating budget and education and general expenditures. The general cultural and intellectual environment of the university as experienced by students is discussed in the report on Student Development Services.

4. Summer Sessions

In addition to its regular two-semester academic year, ASU also offers a summer program. The Office of Summer Sessions, located administratively within the College of Continuing Education, is administered by a Director and an Associate Director.

ASU has an open door policy regarding admission to the summer sessions. However, persons wishing to enter the university for the first time to begin work on an undergraduate degree, and persons transferring to Appalachian from another institution, must be accepted by the Admissions Office before being accepted to summer school as a degree student. Graduate students wishing to earn credit toward any graduate degree must apply for admission to the Graduate School.

Figure 3-5
PERCENTAGE DISTRIBUTION OF UNDERGRADUATE GRADES BY COLLEGE
FALL TERMS

COLLEGE	A	B	C	D	F	GRADE POINT AVERAGE
ARTS AND SCIENCES						
1974-75	18	31	34	11	06	2.43
1975-76	17	31	33	11	08	2.37
1976-77	18	32	33	10	07	2.44
1977-78	18	33	33	10	07	2.43
1978-79	17	32	34	10	07	2.41
1979-80	16	31	34	12	07	2.37
BUSINESS						
1974-75	20	37	31	08	04	2.61
1975-76	20	35	30	08	06	2.54
1976-77	21	36	30	08	05	2.59
1977-78	18	38	30	09	05	2.55
1978-79	16	37	32	10	06	2.46
1979-80	17	37	31	10	06	2.47
FINE AND APPLIED ARTS						
1974-75	40	35	19	03	03	2.91
1975-76	35	37	20	04	04	2.79
1976-77	37	38	18	03	03	2.91
1977-78	37	36	19	03	04	2.87
1978-79	36	38	19	03	03	2.94
1979-80	37	37	19	04	03	2.91
LEARNING AND HUMAN DEVELOPMENT						
1974-75	40	44	13	01	02	3.19
1975-76	44	40	13	02	02	3.19
1976-77	45	38	14	01	02	3.22
1977-78	50	35	12	01	02	3.27
1978-79	48	36	12	01	02	3.27
1979-80	45	40	12	02	02	3.25
GENERAL COLLEGE						
1974-75	23	33	29	08	06	2.49
1975-76	20	35	32	08	04	2.53
1976-77	16	40	31	08	04	2.51
1977-78	20	38	32	07	04	2.52
1978-79	31	38	23	03	05	2.69
1979-80	38	34	20	05	02	2.82
UNIVERSITY TOTAL 1979-80	24	34	28	09	06	2.56

In order to provide the flexibility necessary to meet the varying needs of ASU students, school teachers, and students from other colleges and universities, summer courses are scheduled in four-, six-, and ten-week terms. Although most courses offered are from the regular curriculum, there are also a number of short seminars, institutes, and workshops, many of them designed for special constituences. Short-term courses (those running for less than 4 weeks), if they offer more than one hour per week of academic credit, require the approval of the Vice Chancellor for Academic Affairs. In most cases, summer school courses are taught by the regular ASU faculty. Visiting faculty hired for the summer must meet the normal criteria for ASU faculty.

During the past few years enrollment in the summer sessions has declined. Figure 3-6 illustrates the decline from 1978 through 1980. Although the 1980 figures reflect only an insignificant decline in headcount enrollment and a 2.3% increase in undergraduate enrollment, the decline in graduate enrollment persisted.

Figure 3-6

SUMMER SESSIONS ENROLLMENT, 1978-80

Regular (On-Campus) Enrollment	1978	1979	% Change from 1978	1980	% Change from 1979
Headcount	4989	4660	-6.6	4632	-0.6
Undergraduate	(3010)	(3001)	-0.3	(3071)	+2.3
Graduate	(1979)	(1659)	-16.2	(1561)	-5.9
FTE	2957.5	2794.75	-5.5	2709.5	-3.0
Semester Hours	32,298	32,606.5	+1.0	31,429	-3.6

The summer sessions program also experienced some financial problems during the late 1970s. Administrative costs charged to the Office of Summer Sessions were high and were exacerbated by the decline in enrollments. Since the summer sessions program is largely receipt-funded and summer school tuition is substantially higher than that charged for the regular terms, additional funds could not be secured by raising tuition without producing a negative impact upon enrollment. Measures taken in 1979 to cut costs included adjusting the formula used to determine faculty salaries and raising the minimum class size. By 1980 the summer session program was financially solvent.

Institutional Sector: FINANCIAL RESOURCES

1. Organization for Administration of Financial Resources (Standard 4, Illustration 3)

The operation of the business office of Appalachian State University is primarily the responsibility of the Vice Chancellor for Business Affairs. This office is ultimately responsible to the Chancellor. The duties and responsibilities of the Vice Chancellor for Business Affairs are to:

1. Prepare and consolidate for presentation to the Chancellor budgets for maintenance and operation of the university and for capital improvements, prepare and make available to other administrative offices information relative to budgets for their areas and advise them in the preparation of their budgets, and administer certified budgets according to established policies and procedures.

2. Collect and account for all monies due or coming to the university, keep all records of receipts and disbursement, purchase all supplies and equipment, prepare for all official audits, and prepare or approve information contained in all fiscal reports for the State Budget Office, the Board of Trustees, and other official bodies.

3. Coordinate and direct efforts involved in renovations and in the planning and construction of buildings. The Vice Chancellor is in charge of maintenance care and security of all buildings and grounds, including landscaping and beautification, and is in charge also of campus traffic and safety.

4. Supervise and give general direction to the operation of all of the auxiliary services of the university.

5. Provide and coordinate operation of office services, which include clerical and secretarial services; mimeographing, printing, and similar operations; mail and mailing services; and messenger services.

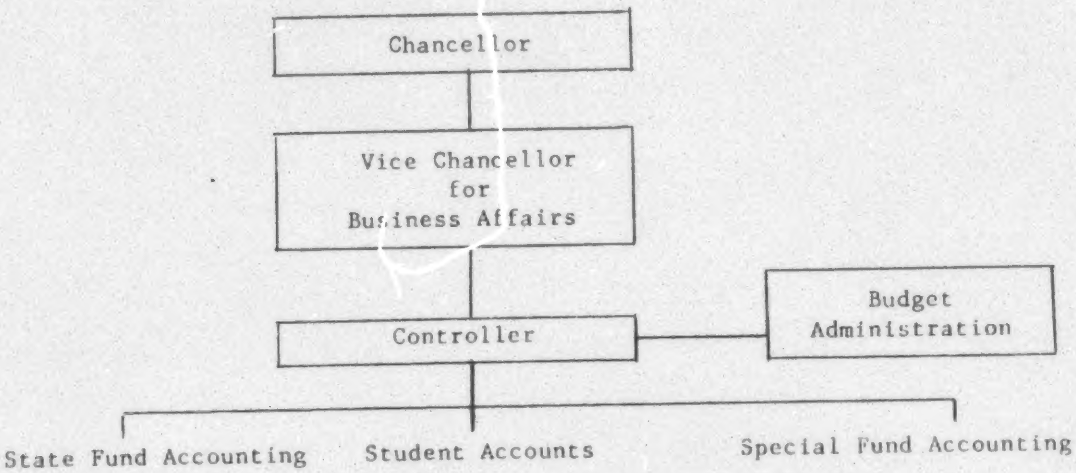
6. Develop, distribute, and keep safely all legal papers and documents required of or needed by the university.

7. Employ, subject to approval of the Chancellor, all non-instructional personnel and provide, through those in charge of the various offices and operations, for the supervision of non-instructional personnel.

The Vice Chancellor selection is determined by a search committee recommendation to the Chancellor with approval from the President of The University of North Carolina and the Board of Governors.

The Business Affairs area is divided into seven functional areas: Office of the Controller, Audits and Systems, Auxiliary Services, Administrative Support Services, Physical Plant, Security, and Safety and Occupational Health (Figure 4-1). The Office of Personnel Services, formerly within the Business Affairs area, now reports directly to the Office of the Chancellor.

The Office of the Controller is divided into four divisions: State Fund Accounting, Student Accounting, Special Fund Accounting, and Budget Administration.

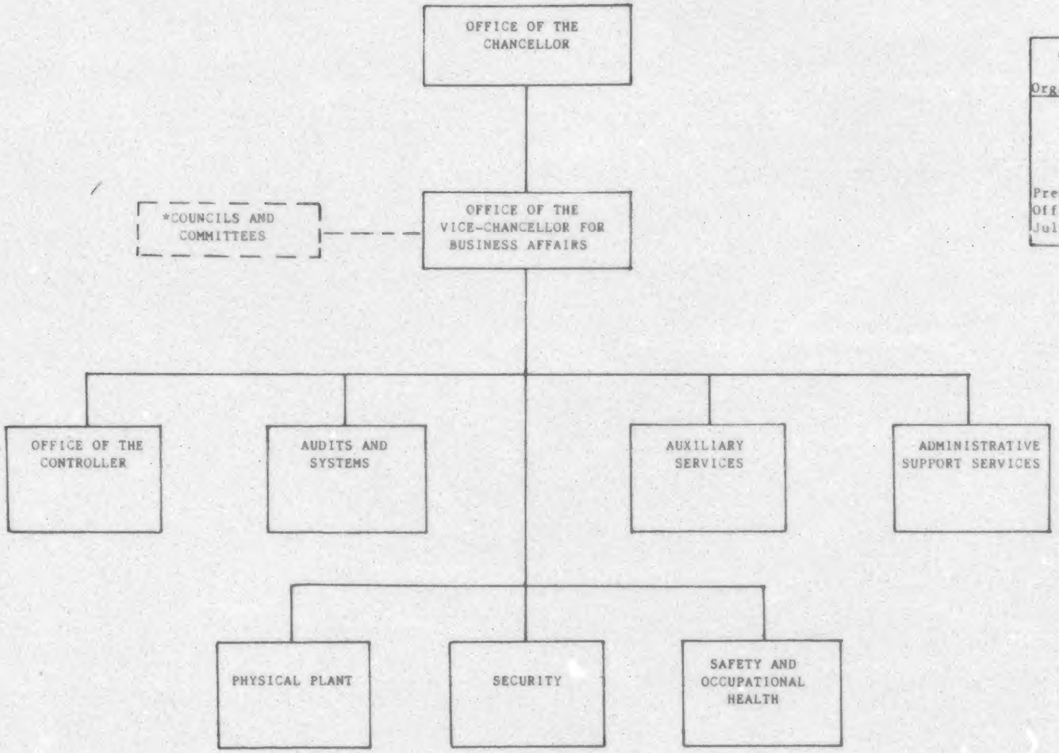


The solidification of specific budgets is handled by Budget Administration in conjunction with State Fund Accounting. In addition, Budget Administration acts as a monitoring entity to observe and report changes in specific budgets. State Fund Accounting, which works closely with other financial departments, is responsible for maintenance of Current Operating Funds (State Funding). Other funds consisting of local funds, grants, and auxiliary service funds are maintained by Special Fund Accounting. Monies generated through student payments such as tuition and fees, loans and scholarships, and other incidental fees are handled through the Student Accounting area.

Audits and Systems serves to help in the formulation of accounting policies and systems within specific areas of the university and provides an internal auditing function for those areas. The Associate Vice Chancellor for Business Operations has the responsibility for the proper operation of Auxiliary Services, Administrative Support Services, Physical Plant, and Security. These areas represent services which function as business entities on a day-to-day basis and serve as the main source of service to the student body.

Until 1972, the Endowment Fund of Appalachian State University was comprised of New River Light and Power Company, the University Bookstore, and certain stocks and bonds owned by the university. In 1972, these stocks and bonds, valued at approximately $420,000, were transferred to the Appalachian State University Foundation, Inc. for investment purposes. The Foundation is administered by the Development and Public Affairs Office and is discussed at greater length in the Organization and Administration report.

Figure 4-1


OFFICE OF THE CHANCELLOR
*COUNCILS AND COMMITTEES
OFFICE OF THE VICE-CHANCELLOR FOR BUSINESS AFFAIRS
OFFICE OF THE CONTROLLER
AUDITS AND SYSTEMS
AUXILIARY SERVICES
ADMINISTRATIVE SUPPORT SERVICES
PHYSICAL PLANT
SECURITY
SAFETY AND OCCUPATIONAL HEALTH

Appalachian State University

Organization for Administration

BUSINESS AFFAIRS

1980-81

Prepared by:
Office of Institutional Research
July, 1980

*ADMINISTRATIVE COUNCIL
BOOKSTORE COUNCIL
STAFF COUNCIL
TRAFFIC MANAGEMENT & SAFETY COMMITTEE

Currently the only assets of the ASU Endowment are New River Light and Power Company and the University Bookstore. New River Light and Power Company is a public utility which furnishes electrical power to the town of Boone and the university. Administratively, it is within the area of Business Affairs and under the purview of the Associate Vice Chancellor for Business Operations. Day-to-day operations are handled through a manager reporting directly to the Physical Plant Administrator. Profits from the operation of New River Light and Power Company are used for student scholarships. The University Bookstore is administered within the area of Business Affairs under the purview of the Associate Vice Chancellor for Business Operations. Day-to-day operations are handled through a manager reporting directly to the Director of Auxiliary Services. Profits from the bookstore are used exclusively for student loans and scholarships.

2. Sources and Stability of Income (Illustrations 1 and 2)

Appalachian State University, as a state-supported agency and one of the 16 institutions of The University of North Carolina, derives the majority of its financial support from state appropriation. This state appropriation represents nearly 50% of the university's total revenue. The next major source of revenue is represented by tuition and fees from students. Tuition and fees for academic support along with fees for auxiliary operations represent approximately one-third of total revenue.

Figure 4-2 (Summary Statement of Funding Revenues) indicates the stability of these major sources of support. The state appropriation continues to increase at a very modest rate, permitting the assessment of fees to students to remain fairly stable. Support from federal sources is relatively small and has not followed a consistent pattern.

In Figure 4-3 (Current Fund Revenues) a more detailed analysis of the revenues for the past five years will reveal that support from private sources has not developed into a consistent pattern. The special emphasis that is being placed on the relatively young Appalachian State University Foundation should provide a continuing increase in financial support for the institution. Figures 4-4 and 4-5 provide data relative to the Foundation.

It is significant to note that no borrowed monies are utilized for the current operations of ASU. The indebtedness of the university as outlined in Figure 4-6 is associated strictly with capital expansion.

Auxiliary revenues have remained quite constant throughout the five-year period owing to very limited expansion of such activities. In some cases, these auxiliary activities have been substantially reduced, as in the case of the university laundry operation. Modest increases in housing services have occurred. The increases indicated in Figure 4-3 do not reflect the total inflationary impact in that the reductions referred to above have offset the effect that inflation has had on these figures.

Revenue for capital outlay has come from two primary sources during the five-year period under consideration. These are state appropriation and self-liquidating bonds or short-term loans. Figure 4-7 is a summary listing of the various capital improvement projects that have been completed or for which an anticipated completion date can be determined. Figure 4-8 identifies

Figure 4-2

SUMMARY STATEMENT OF FUNDING REVENUES

	1975-76	%	1976-77	%	1977-78	%	1978-79	%	1979-80	%
Federal	$ 1,511,993	5.0	$ 972,840	3.0	$ 1,350,914	3.8	$ 1,114,953	2.7	$ 1,807,208	4.0
State	13,142,812	43.3	15,138,274	46.7	17,549,283	49.2	19,261,746	47.3	20,734,592	46.2
Tuition and fees	3,694,409	12.2	3,771,606	11.6	4,833,361	13.5	4,809,802	11.8	4,912,964	10.9
Auxiliaries	6,334,615	20.9	6,367,885	19.7	6,798,434	19.1	12,306,741	30.2*	13,264,437	29.5
Other	5,631,771	18.6	6,162,905	19.0	5,142,435	14.4	3,255,904	8.0	4,226,401	9.4
Total	$30,315,600	100.0	$32,413,510	100.0	$35,674,427	100.0	$40,749,146	100.0	$44,945,602	100.0
FTE Enrollment (Fall Term)	7991		8033		8385		8363**		8570**	
Revenue per FTE	$3793		$4035		$4255		$4873		$5245	

*The increase in Auxiliaries revenue from 1977-78 to 1978-79 reflects the fact that revenues from the University Bookstore and New River Light and Power Company were included in this category for the first time in 1978-79.

**Excludes faculty and staff taking tuition-free courses

Figure 4-3

CURRENT FUND REVENUES

	1975-76	1976-77	1977-78	1978-79	1979-80
Government Grants and Other Contracts	$ 2,230,645	$ 1,346,208	$ 1,845,427	$ 1,713,801	$ 1,857,763
Federal	(1,408,128)	(897,659	(989,055)	(769,200)	(1,388,625)
State	(431,768)	(296,487)	(217,883)	(380,250)	(323,613)
Private	(390,749)	(152,062)	(638,489)	(564,351)	(145,525)
Borrowed Monies	-0-	-0-	-0-	-0-	-0-
All Other Current Funds					
1. All Other Education & General Funds Revenue	20,960,236	23,862,721	25,722,398	25,342,454	28,221,426
State Appropriation	(12,491,161)	(14,587,881)	(16,932,934)	(18,881,496)	(20,734,592)
Tuition and Fees	(3,694,409)	(3,771,606)	(4,833,361)	(4,809,802)	(4,912,964)
Other	(4,774,666)	(5,503,234)	(3,956,103)	(1,651,156)	(2,573,870)
2. Student Aid Funds Revenue	790,104	836,696	1,308,168	1,386,150	1,601,976
Federal Appropriation	(103,865)	(75,181)	(361,859)	(345,753)	(418,583)
State Appropriation	(219,883)	(253,906)	(398,466)	(304,563)	(309,614)
Endowment/Foundation	(105,725)	(107,900)	(127,500)	(127,000)	(187,895)
Other	(360,631)	(399,709)	(420,343)	(608,834)	(685,884)
3. Auxiliary Enterprises Fund Revenue	6,334,615	6,367,885	6,798,434	12,306,741	13,264,437
TOTAL REVENUE	$30,315,600	$32,413,510	$35,674,427	$40,749,146	$44,945,602

Figure 4-4

APPALACHIAN STATE UNIVERSITY FOUNDATION, INC.

Condensed Comparative Income Statement
For Years 1973-1979

	1973	1974	1975	1976	1977	1978	1979
Revenues and Other Additions							
Unrestricted and restricted current funds, including transfers	$ 690,520.69	$1,070,615.86	$ 390,164.83	$ 759,710.28	$1,708,318.61	$ 697,430.69	$ 674,714.65
Scholarship funds	62,444.23	119,599.89	68,193.02	83,552.88	85,074.38	99,365.10	139,868.00
Unexpendable funds, including scholarships and transfers	832,756.77	76,342.27	76,806.50	180,866.90	192,071.66	244,192.97	131,171.15
Total Revenues and Other Additions	$1,585,721.69	$1,266,558.02	$ 535,164.35	$1,024,130.06	$1,985,464.65	$1,040,988.76	$ 945,753.80
Expenses							
Scholarships	$ 37,463.18	$ 109,314.43	$ 110,879.00	$ 58,220.00	$ 112,900.00	$ 140,737.25	$ 129,158.75
Grants for research and new programs	225,147.15	194,385.40	62,467.02	131,017.27	219,607.35	296,687.07	166,705.00
Support of capital improvements	310,311.76	4,473.87	-	87,164.97	78,216.71	69,471.28	569,452.28
Faculty incentive	-	-	11,676.00	5,000.00	6,500.00	9,100.00	6,000.00
Library	2,678.13	10,863.63	24,719.26	-	5,263.48	-	6,555.60
Travel	1,071.33	-	11,386.00	5,747.37	6,093.36	16,460.40	29,211.71
Interfund/other transfers	-	131,358.24	-	-	998,886.42	-	83,134.82
General and administrative	269,651.71	294,737.42	137,543.01	288,857.66	249,706.58	206,932.62	241,780.44
Total Expenses	$ 846,323.26	$ 745,132.99	$ 358,670.29	$ 576,007.27	$1,677,173.90	$ 739,388.62	$1,231,998.60
NET INCOME	$ 739,398.43	$ 521,425.03	$ 176,494.06	$ 448,122.79	$ 308,290.75	$ 301,600.14	$ (286,244.80)
Percent increase of revenues/other additions over expenses (average 43%)	47	41	33	44	16	29	30

Figure 4-5

APPALACHIAN STATE UNIVERSITY FOUNDATIONS, INC.

Comparative Balance Sheet
1973-1979

	1973	1974	1975	1976	1977	1978	1979
Assets							
Cash in Bank	$ 595.31	$ 46,049.09	$ 48,187.65	$ 45,009.04	$ 325,109.12	$ 193,251.28	$ 190,125.67
Investments	1,402,706.75	1,776,784.13	2,023,422.59	2,596,193.89	2,638,324.22	2,974,146.16	2,941,846.93
Receivables	78,714.81	137,288.11	108,401.02	116,167.93	128,622.36	118,387.11	137,084.41
Gifts in kind	-	-	-	-	200.00	7,844.00	7,272.38
Land, buildings and equipment at cost or fair value at date of gift	93,768.47	94,410.91	90,433.56	78,024.06	40,768.29	46,827.81	63,397.45
Accumulated depreciation	(23,501.38)	(25,998.19)	(15,999.08)	(13,609.96)	(12,238.34)	(13,408.16)	(15,197.37)
Lease improvements	-	-	-	-	-	15,934.54	14,012.62
Total Assets	$1,552,283.96	$2,028,534.05	$2,254,445.74	$2,821,784.96	$3,120,785.65	$3,342,982.74	$3,338,542.09
Percent increase over prior year (avg. 38%)	150	31	11	25	11	7	-
Liabilities and Fund Equity							
Accounts/Notes Payable	$ 192,783.65	$ 147,608.71	$ 338,911.33	$ 458,127.76	$ 448,837.70	$ 369,434.65	$ 651,238.80
Fund Equity	1,359,500.31	1,880,925.34	1,915,534.41	2,363,657.20	2,671,947.95	2,973,548.09	2,687,303.29
Total Liabilities and Fund Equity	$1,552,283.96	$2,028,534.05	$2,254,445.74	$2,821,784.96	$3,120,785.65	$3,342,982.74	$3,338,542.09

Figure 4-6

OUTSTANDING INDEBTEDNESS

Project	Amount Issued	F.Y. Ending 6-30-76	F.Y. Ending 6-30-77	F.Y. Ending 6-30-78	F.Y. Ending 6-30-79	F.Y. Ending 6-30-80	Final Maturity
Series A Bonds - Addition to East Hall*	$ 525,000	$ 324,000	$ 311,000	$ 297,000	$ 283,000	$ 269,000	1996
Series B Bonds - Doughton Residence Hall*	119,000	41,000	33,000	25,000	17,000	9,000	1981
Series C Bonds - Doughton Residence Hall*	256,000	256,000	256,000	256,000	256,000	256,000	2001
Series D Bonds - White, Lovill, Bowie, and Hoey Residence Halls* Student Union**	3,654,000	3,104,000	3,039,000	2,969,000	2,899,000	2,824,000	2004
Series E Bonds - Coltane Residence Hall*	930,000	620,000	575,000	530,000	480,000	430,000	1987
Series F Bonds - Cone, Cannon, and Gardner Residence Halls*	2,640,000	2,570,000	2,560,000	2,550,000	2,540,000	2,530,000	2006
Series G Bonds - Eggers Residence Hall*	1,150,000	1,015,000	980,000	945,000	910,000	875,000	1995
Series H Bonds - Center for Continuing Education***	1,500,000	1,405,000	1,380,000	1,350,000	1,320,000	1,285,000	1996
Series I Bonds - Winkler Residence Hall*	1,760,000	1,715,000	1,695,000	1,675,000	1,655,000	1,630,000	2007
Series J Bonds - Married Student Housing*	1,722,000	1,680,000	1,665,000	1,645,000	1,625,000	1,605,000	2007
Varsity Gymnasium****	626,000	515,000	497,000	479,000	460,000	440,000	1997
Fieldhouse (Bank Loan)****	500,000	-0-	466,750	432,519	360,998	245,621	1982
Stadium Expansion (Bank Loan)****	1,000,000	-0-	-0-	-0-	1,000,000	1,416,667	1990
Series K - Housing for 400 Students*	2,700,000	-0-	-0-	-0-	2,700,000	2,670,000	2008
Student Support Facility*****	1,800,000	-0-	-0-	-0-	1,800,000	1,800,000	2008
TOTAL	$20,882,000	$13,245,000	$13,457,750	$13,153,519	$18,305,998	$18,285,288	

* A portion of the housing fee paid by students living on campus covers debt liquidation of residence halls (1980-81 Fee per academic year $740).

** Student Union Fee in amount of $53 per academic year liquidates indebtedness on facility.

*** Debt liquidation is a part of the annual operating budget of facility which is self supporting.

**** Physical Education, Recreation and Athletic Facilities Fee in amount of $37.50 per academic year liquidates indebtedness on facilities.

***** Student Health and Services Facility Fee in amount of $17.00 per academic year liquidates indebtedness on facility. Interim financing being provided by bank loan until June 19, 1981, at which time revenue bonds will be sold to provide long term financing.

Figure 4-7

COMPLETION OF CAPITAL PROJECTS

Project	Code	Completion 1977-78	Completion 1978-79	Completion 1979-80	Completion 1980-81	Anticipated Completion 1981-82	Anticipated Completion 1982-83	Total
Renovations to Appalachian Hall	67430	$ 10,000	$	$	$	$	$	$ 10,000
OSHA - Chemical Storage	67430	60,900						60,900
Removal of Architectural Barriers	67430		75,000					75,000
Frozen Food Storage	67530		62,000					62,000
Stadium Improvements	67530		921,000					921,000
Greenhouse	67530		87,230					87,230
Campus Utilities	67530		248,500					248,500
Broome-Kirk Renovations	67530		495,000					495,000
Walks, Drives, Drains	67530		150,000					150,000
Driving Range	67530		100,000					100,000
Library Expansion	67589				3,328,000			3,328,000
Barrier Removal	67589			39,500				39,500
Building Renovations	67630			250,000				250,000
Stadium Expansion	67630			1,840,000				1,840,000
Residence Halls for 400 Students	67630				3,200,000			3,200,000
Student Support Facility	67630					3,100,000		3,100,000
Campus Master Plan	67630		31,783					31,783
Steam System Repair	67789		25,000					25,000
Replace Heating System Admin. Annex	67789		50,000					50,000
Roof - I. G. Greer	67789			8,000				8,000
Air Compressor - Steam Plant	67789		6,500					6,500
Extend Water Main	67789		4,000					4,000
General Roof and Building Repairs	67789			15,000				15,000
Heating and Water Plant Repairs	67830			33,800				33,800
Fuel Conversion						700,000		7[illegible],000
Music Building	67830						6,634,500	[illegible]4,500
Sound System - Stadium				40,000				40,000
Scoreboard - Stadium				30,000				30,000
Lighting - Stadium				132,000				132,000
Total		$ 70,900	$2,256,013	$2,388,300	$6,528,000	$3,800,000	$6,634,500	$21,677,713

Figure 4-8

SOURCE OF CAPITAL FUNDS

	F.Y. Ending 1974-75	F.Y. Ending 1975-76	F.Y. Ending 1976-77	F.Y. Ending 1977-78	F.Y. Ending 1978-79	F.Y. Ending 1979-80	Total
Appropriation	$ 145,900	$4,348,230	$ 250,000	$ 108,500	$ 303,300	$6,827,715	$11,983,645
Borrowed Funds	-0-	1,083,000	7,300,000	-0-	-0-	-0-	8,383,000
Gifts or Grants	-0-	-0-	31,783	-0-	1,042,000	237,285	1,311,068
Total	$ 145,900	$5,431,230	$7,581,783	$ 108,500	$1,345,300	$7,065,000	$21,677,713

funding sources, reflecting the fact that the university has had to finance much of its recent expansion through borrowed funds rather than state appropriation. During the past two decades, Appalachian State University has received substantial funds through state appropriation for capital expansion; however, the trend reflected during this five-year period whereby more funds were borrowed than received through appropriation is probably indicative of the two-decade period. Although a substantial percent of the funding for capital expansion has been self-generated through borrowed funds, the present status of outstanding indebtedness as reflected in Figure 4-6 is not excessive. As indicated in the footnotes for this statement, adequate and sound sources of revenue have been pledged for the liquidation of each individual obligation. As the statement reflects, a substantial amount of short-term loans has been effectuated -- recently, for the expansion of Physical Education, Recreation, and Athletic facilities. Again, pledged revenues for these specific obligations are adequate to liquidate them within the prescribed time frame.

Appalachian State University still has great needs in the area of capital expansion. Figure 4-9 reflects the current projection of capital needs. This list represents in summary the capital improvement program presented to the Board of Governors for the 1981-83 Biennium. Only a few of the projects will be funded by this General Assembly, thus indicating that these current needs will only be achieved over a long period of time during which other needs no doubt will arise and become a part of such "shopping lists." Appalachian's future capital expansion will not be to accommodate large increases in the student body but to meet the specific needs of a more stable enrollment.

3. Education and General Expenditures (Illustration 4)

In charting the education and general expenditures of Appalachian State University for the previous five years, it must be noted and considered throughout that both Appalachian and The University of North Carolina have experienced a change in budget format during this period of time. The university has gone to a uniform chart of accounts which is consistent with various national organization standards. However, some conclusions can be drawn from Figure 4-10 outlining the expenditures, percentages, and quartile of each purpose and its relationship to the total. In most cases, the allocation to individual purposes is in line with Southern Association guidelines. It should be noted, however, that in the areas of research, student services, institutional support, and operation and maintenance Appalachian falls in the first quartile. In some cases, some of the support for these areas such as student services may be found in other purposes or in auxiliary areas. The low ranking of operation and maintenance, however, is accurate. As pointed out in a recent publication by the Association of Governing Boards, deferred maintenance and funding for physical plant operations have been grossly neglected in the allocation of university resources. This is no exception at Appalachian.

Figure 4-9

CAPITAL IMPROVEMENTS PRIORITIES

1981-1983 Biennium

Overall Priority	Priority in Category	Amount Requested
1. Energy Conservation Cost-Effective Building Retrofitting	1 of 10 (C-1)	$ 1,024,186
2. Renovation to Whitener Hall for Energy Conservation and Control	2 of 10 (C-1)	533,000
3. Industrial Arts Building Addition	1 of 4 (C-4)	3,731,900
4. Campus Communications Facility	3 of 10 (C-1)	469,108
5. Energy Management System	4 of 10 (C-1)	678,600
6. Walker Hall Addition	2 of 4 (C-4)	3,266,000
7. Roof Replacements	1 of 4 (C-3)	659,000
8. Renovation of I. G. Greer	2 of 4 (C-3)	328,103
9. Renovation of Dougherty Library	3 of 4 (C-3)	108,750
10. Construction & Repair of Walks and Drives	5 of 10 (C-1)	393,320
11. PE, Recreation & Intramural Bldg.	3 of 4 (C-4)	589,850*
12. Protective Cover for Water Plant Basin	6 of 10 (C-1)	208,330
13. Boone Creek Flood Control Develop.	7 of 10 (C-1)	594,675
14. Comprehensive Map of Campus Utilities	8 of 10 (C-1)	72,500
15. Emergency Power Service for ASU	9 of 10 (C-1)	291,469
16. General Classroom Building	4 of 4 (C-4)	6,440,200
17. Facilities to Accomplish EPA	10 of 10 (C-1)	740,000
18. Completion of Balcony in Varsity Gym	4 of 4 (C-3)	190,500
	Total	$20,319,491

*Total project cost is $1,179,700 which will be one-half appropriated funds and one-half self-liquidating funds.

Category C-1: Projects related to Energy Conservation
Category C-3: Repairs and Renovations
Category C-4: New Facilities

Figure 4-10

EDUCATION AND GENERAL EXPENDITURES

	1975-76	%	1976-77	%	1977-78	%	Quartile	1978-79	%	1979-80	%
Instruction	$13,170,265	(59.9)	$13,976,888	(57.8)	$14,087,343	(54.1)	(4)	$15,194,789	(53.9)	$16,143,170	(51.7)
Research	20,576	(0.1)	--		31,151	(0.1)	(1)	166,328	(0.6)	481,953	(1.5)
Public Service	1,927,303	(8.8)	1,944,753	(8.0)	1,630,934	(6.3)	(4)	601,342	(2.1)	998,520	(3.2)
Academic Support	1,200,469	(5.4)	1,343,969	(5.5)	1,438,106	(5.5)	(3)	1,892,006	(6.7)	1,895,738	(6.1)
Libraries	1,136,843	(5.2)	1,464,784	(6.1)	1,593,330	(6.1)	(4)	1,680,622	(6.0)	1,434,904	(4.6)
Student Services	567,672	(2.6)	622,528	(2.6)	710,818	(2.7)	(1)	781,224	(2.8)	875,074	(2.8)
Institutional Support	966,306	(4.4)	1,707,551	(7.1)	2,552,230	(9.8)	(1)	2,921,453	(10.3)	3,672,726	(11.8)
Operation and Maintenance	2,204,188	(10.0)	2,286,157	(9.4)	2,719,642	(10.4)	(1)	3,616,295	(12.8)	4,196,942	(13.4)
Scholarships & Fellowships	790,104	(3.6)	836,696	(3.5)	1,308,168	(5.0)	(2)	1,349,267	(4.8)	1,536,627	(4.9)
	$21,983,726	(100.0)	$24,183,326	(100.0)	$26,071,722	(100.0)		$28,203,326	(100.0)	$31,235,654	(100.0)

Notes to report:

Data taken from annual report to Southern Association of Colleges and Schools.

Library support includes special allocation for equalization. After 1978-79, these funds will cease. If those funds were not included in 1977-78, the Library would have ranked in the 2nd Quartile.

Quartile represents a comparison to the 1977-78 data prepared by the Commission on Colleges for member institutions in Level III, enrollment category 5,001-10,000.

In evaluating the funding for educational purposes at Appalachian, Figure 4-11 which tracks the FTE enrollment and the expenditures per FTE reflects an acceptable, if not favorable, condition. The expenditures per capita for the five-year period of time do reflect an increasing amount and are again at a level which is favorable in comparison to member institutions. However, based on national standards, the expenditures per capita are relatively low. A major goal in financial planning is to continue to improve this status.

Figure 4-11

EDUCATION AND GENERAL

EXPENDITURES PER STUDENT

	1975-76	1976-77	1977-78	1978-79	1979-80
FTE Enrollment Fall Term (Reg. Session)	7,991	8,033	8,385	8,363*	8,570*
Total Expenditures - Education & General	$21,983,726	$24,183,326	$26,071,722	$28,203,326	$31,235,654
Expenditures Per FTE	$ 2,751	$ 3,010	$ 3,109	$ 3,372	$ 3,645

*Excludes faculty and staff taking tuition-free courses.

Appalachian State University maintains a favorable position relative to funding per instructional position allocated within The University of North Carolina. However, it is important to distinguish funding per instructional position from actual salaries paid. Figure 4-12 indicates average salaries (on a nine-month basis) for full-time instructional faculty from 1975 to 1980.

Figure 4-12

FACULTY SALARIES, 1975-81

	1975-76	1976-77	1977-78	1978-79	1979-80	1980-81
Average Salary	$14,531	$15,544	$16,739	$18,538	$19,163	$22,229
Number of Faculty	437	429	455	464	476	469

For a more complete breakdown of faculty salaries, see the Faculty report. The average salary of deans on 12-month contracts for 1980-81 was $40,831.

As Figure 4-13 indicates, the number of personnel for maintenance that has been funded over the five-year period from 1974 to 1979 has not kept pace with the growth of the institution:

Figure 4-13

MAINTENANCE PERSONNEL, 1974-79

	1974-75	1975-76	1976-77	1977-78	1978-79
Numbers of Budgeted Permanent Maintenance Positions	161	158	158	159	166
Average Salary	$7,381	$7,883	$7,870	$8,792	$9,299

However, these figures are not totally realistic because of the conversion to a uniform chart of accounts. For example, when that conversion was made in 1976-77, certain personnel formerly in maintenance and operation were transferred to another purpose, Institutional Support. Nevertheless, the overall increase in personnel in this area has been less than adequate. The varying means of evaluating funding levels for M/O functions conclusively and consistently rank Appalachian State University very low. Figure 4-14 represents the number and salaries of staff employees by occupational activity from 1977 to 1979.

4. Budget Planning and Control (Illustrations 5, 6, and 7)

Appalachian State University is one of 16 constituent campuses of The University of North Carolina. This state-wide system for all upper level institutions is directed by a Board of Governors, whose responsibilities are outlined in The Code of the Board of Governors of The University of North Carolina. Administratively, the university system is headed by a president and a staff referred to as the General Administration of The University of North Carolina. The organization of the General Administration parallels the organization of most campuses with a vice president for major functional areas such as academics, business, etc. Each campus of the university system has a Board of Trustees. Most official actions of an individual campus are first considered by the Board of Trustees, then referred to the Board of Governors through the General Administration. Those matters dealing with budgets are commonly referred to various agencies at the state government level.

The budget process at Appalachian State University (Figure 4-15) begins and ends with the individual department. The legislature of North Carolina has operated on a biennial budget for many years although, within the last three biennia, the legislature has met annually for budget matters. Approximately one year prior to the biennial session of the legislature, the budget process begins by instructions being provided departments for budget preparation. The appropriate information and needs from the departments are assembled by deans and division heads into a college or division request. The request from each dean or division is then combined into a single request by the appropriate vice chancellor for the four major areas of the campus. The Administrative Cabinet assists the Chancellor in developing a final budget estimate for the campus. This budget request is reviewed and approved by the Board of Trustees.

Figure 4-14

NUMBER AND SALARIES OF STAFF EMPLOYEES BY OCCUPATIONAL ACTIVITY

	1977		1978		1979	
Occupational Activity Code	Number	Salary	Number	Salary	Number	Salary
10 - Executive/ Administrative	51	$16,572	52	$18,014	13*	$24,925
30 - Professional	32	13,432	28	14,640	38	18,077
40 - Technical & Paraprofessional	62	11,332	58	12,283	73	13,946
50 - Clerical/ Secretarial	234	8,518	246	9,134	241	9,714
60 - Skilled Crafts	52	10,815	49	11,626	60	12,994
70 - Service/Maintenance	274	7,486	328	7,915	309	8,607

*Prior to 1979, a large number of supervisory personnel for categories other than 10 were mistakenly listed in category 10.

Definitions of Occupational Activity Categories:

10 - Executive/Administrative: Include all persons whose assignments require primary (and major) responsibility for management of the institution.

30 - Professional: (Include all staff members with assignments that require specialized professional training (e.g., librarians, lawyers, physicians who do not hold administrative positions or have faculty rank).

40 - Technical and Paraprofessional: Include all persons whose assignments require specialized knowledge or skills which may be through experience or academic work such as is offered in many two-year technical institutes, community colleges, junior colleges, or through equivalent on-the-job training.

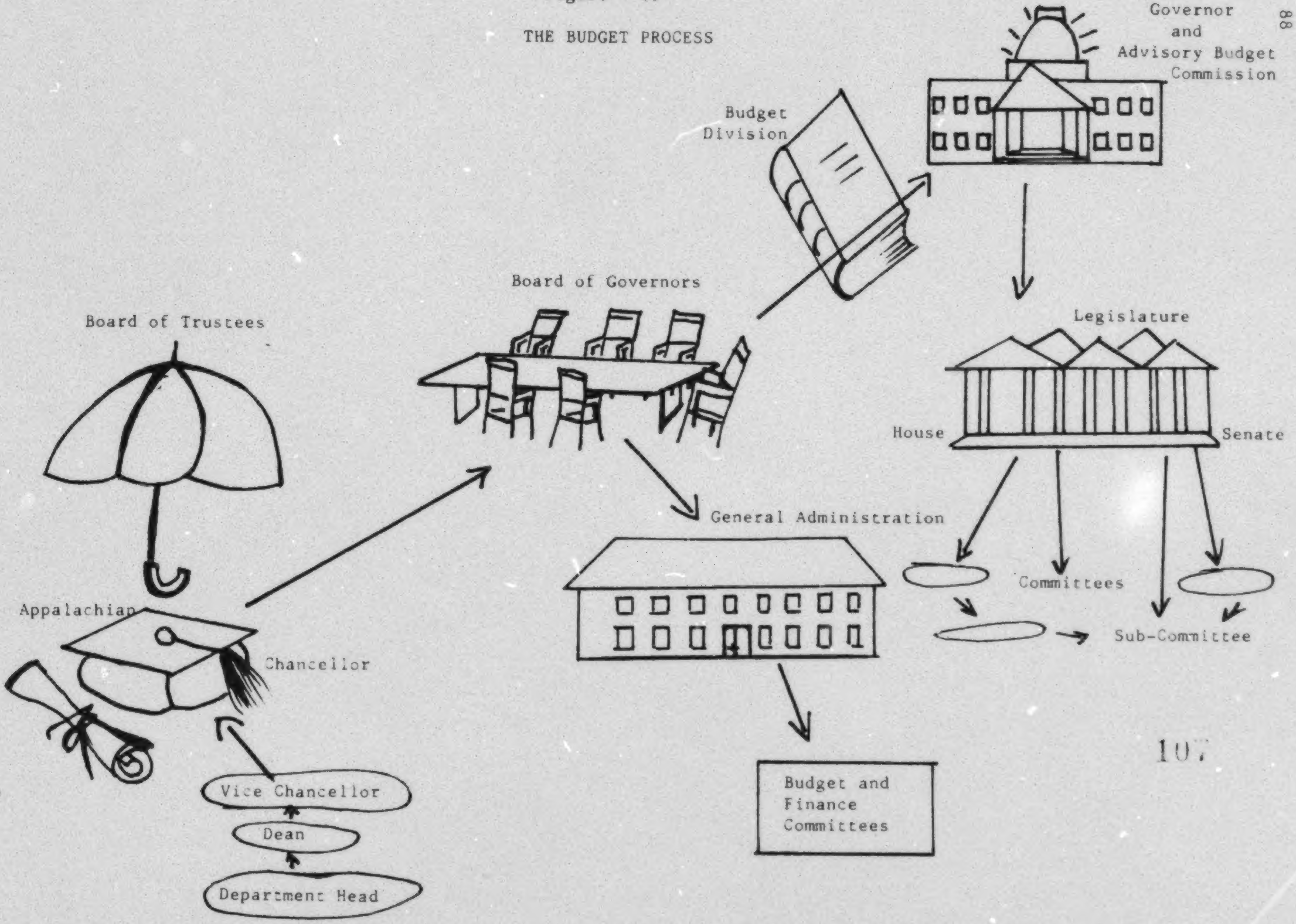
50 - Clerical and Secretarial: Include all persons whose assignments typically are associated with clerical activities or are specifically of a secretarial nature.

60 - Skilled Crafts: Include all persons whose assignments typically require special manual skills and a thorough and comprehensive knowledge of the process involved in the work.

70 - Service/Maintenance: Include persons whose assignments require limited degrees of previously acquired skills and knowledge.

Figure 4-15

THE BUDGET PROCESS


Governor
and
Advisory Budget
Commission
Budget
Division
Board of Governors
Legislature
Board of Trustees
House
Senate
General Administration
Committees
Sub-Committee
Appalachian
Chancellor
Vice Chancellor
Dean
Department Head
Budget and
Finance
Committees

Three committees also play a role in the budget process. The Senate Budget Committee may study any matters relating to budget planning and acquisition and distribution of funds, supplies, and equipment. The University Budget Advisory Committee serves in an advisory capacity to the Vice Chancellor for Academic Affairs in budget development and the allocation of budgets for supplies, equipment, and travel. And the University Institutional Studies and Planning Committee, as one of its responsibilities, is authorized to advise the Vice Chancellor for Business Affairs on priorities in the formation of the biennial budget.

From each individual campus the budget request is submitted to the General Administration where it is combined with requests from the other 15 campuses, thus becoming a University of North Carolina budget to be considered by the Board of Governors.

The format of the budget calls for requests to be made on basically two levels. First, the "Continuation Budget" provides for continuing the institution at a financial level comparable to the current level. Next, the "Change Budget" provides an opportunity for the campus to request improvements to existing programs and new programs. Capital improvements are a part of the "Change Budget."

A budget for The University of North Carolina is recommended by the Board of Governors to the Governor and the Advisory Budget Commission. The Budget Division of the state prepares the total budget for presentation to the General Assembly by the Governor. It is at this point that the request for The University becomes a part of the total state budget.

The Governor's budget request is considered by the legislature through a complex system of committees and subcommittees. The state budget becomes official through the appropriations act of each session of the General Assembly. The distribution of the state budget and, subsequently, The University budget is the reverse process through which the requests have been heard.

The state of North Carolina, and, consequently, The University of North Carolina operate on a strict line item budget. The format in which the campus budget for continuation is prepared predetermines the allocation of funds to major functional areas. For example, a major purpose is the library. There are no major campus decisions to be made regarding this allocation once the budget is authorized by the Budget Division through the General Administration.

In terms of the enrollment increase fund and change budget funds, these are allocation decisions both at the General Administration level and the campus level. Major allocation decisions on the campus are made first at the Administrative Cabinet level, then at the vice chancellor level. At this level, input for final decisions varies with each vice chancellor.

Once university departmental budget allocations have been determined, the amounts are entered into the record-keeping system. The budgeted amounts for a department are broken down by revenue and expenditure classifications as prescribed by the General Administration of The University of North Carolina. On a monthly basis, the university's computerized record-keeping system provides each department a summarized receipts/disbursements statement and a detailed transaction listing with balances for each classification. This affords each department the opportunity to verify record-keeping accuracy and monitor balances.

The Controller's bookkeepers only disburse and encumber monies when the account's "free balance" is adequate. The departmental secretary/record-keeper, therefore, must see that funds are adequate in appropriate categories to make purchases. When these conditions do not exist, budget transfers are required. Requests for budget transfers are submitted to the Controller's Budget Officer. These transfers must be for the enhancement of the department's academic program and be within the guidelines of the North Carolina Executive Budget Act. The first of these two conditions is determined by the Budget Officer. Additional funds needed by a department must come as a result of a subsequent internal allocation by the dean or the academic administration. This budget adjustment must also meet the guidelines of the North Carolina Executive Budget Act.

Obligations of the campus are processed promptly through the Controller's Office. It is from this office that monthly budget statements are issued to every department with an authorized budget. These reports reflect budgets, expenditures for the reporting period, encumbrances, and balances for each line item. With this report, the cycle is complete for a department, beginning with projecting budget need to expending the allocations.

The budget process inhibits to some degree the freedom of thought in projecting financial resources. This does not mean, however, that no financial planning occurs. Enrollment is the principal driver in the funding formula; therefore, enrollment projections normally interpret into financial projections. Current enrollment projections can be found in the Admissions section of the Educational Program report. Additional funding is achieved through the Change Budget. New programs requiring additional funding can only be a part of a Change Budget request after the program has been approved by the General Administration. Thus, program planning and approval interpret into financial growth in a similar manner as does enrollment projections. Procedures for program planning and approval are discussed in the Curriculum section of the Educational Program report.

5. Budget Accounting, Reporting, and Auditing (Illustration 8)

Appalachian State University is fortunate in that it is able to utilize the most advanced computerized business systems and computer hardware. All business systems associated with financial resources are approved by university management and by the North Carolina State Auditors and, therefore, conform to generally accepted accounting procedures for colleges and universities. The system of accounting followed by the university might be described as a cash basis system. According to this system, revenues are recognized only when received and expenditures only when paid.

All university employees are informed of the rules and regulations concerning financial resources through the Resource Manual. This manual is distributed broadly and strategically to allow each university employee access to this information.

The university's computerized record-keeping system has a comprehensive reporting system that provides financial reports to all levels of the university and to those concerned groups off campus. Reports in summary and in detail are printed each month for individual cost centers or departments, administrative units, and for the academic and auxiliary programs in total. These reports are distributed to the heads of each unit, chairpersons, directors, deans, administrators, the General Administration, and the State Budget Division. Other groups are sent reports on a periodic basis. All reports show amounts budgeted, expended, or receipted month-to-date, quarter-to-date, and fiscal year-to-date; encumbrances and unexpended balances; and free or unencumbered balances.

The university Audits and Systems Office has three primary responsibilities at Appalachian State University: namely, internal audits, business systems development, and business procedures. The internal audit division of the office performs extensive audits on a limited number of university functions. Annual audits are conducted in the major auxiliaries, subsidiaries, the Home Economics Home Management House, and the Athletic Association. These areas are receipt supported and of a non-academic nature. This division also performs special audits on selected functions as required by university officials.

The systems accounting division is responsible for the review of existing manual or computerized business systems to determine changes or enhancements needed. This occasionally requires the documenting of the existing system and designing of an up-to-date system to be approved by users, administrators, and the State Auditor.

The office also has the responsibility of interpreting and researching university policy, state law, and federal law and publishing these rules and regulations to all university employees and departments. This is accomplished through the Resource Manual. The manual also spells out the responsibilities of each university business office and the services that each makes available to the campus.

As a state-supported agency, Appalachian State University is audited in detail annually by the North Carolina State Auditor. This requires the work of approximately seven auditors for three to four months. The State Auditor is responsible for auditing the academic programs, student auxiliaries, independent auxiliaries, student aid programs, the Endowment Fund and its subsidiaries, and contracts and grants. In addition, independent certified public accountants audit the records of all student groups on an annual basis. The only areas not audited by external auditors are the Athletic Association and the Home Management House. These two areas undergo an extensive audit each year by the university Internal Auditor whose office is staffed with competent personnel and a director who holds the Certified Internal Auditor Certificate.

Audits by the State Auditor are conducted using the AICPA's "Audits of Colleges and Universities" as a guide. Reports published also conform to the formats prescribed by the National Association of College and University Business Officers.

6. Cashiering (Illustration 9)

The university cashiering function is consolidated in the Controller's Office and is a principal responsibility of an Assistant to the Controller. However, owing to the varied activities occurring on the university campus, there are a great number of people collecting monies. These persons are aware of the North Carolina state rules and regulations dealing with this matter through the Resource Manual published by the Audits and Systems Office. Personnel at the collection points must issue pre-numbered, three-part receipts to all customers. These funds must be turned into the university Cashier's Office within 24 hours or on the following work day. At this time, the Cashier's Office receipts the collection point personnel and the responsibility passes to them. These receipts are posted, balanced, and sent to an official depository of the state of North Carolina by the university Security Office. A vault is located in the Cashier's Office for safe keeping at nights or over weekends. All employees of the state of North Carolina are bonded for $100,000 per occurrence. The university also has a burglary insurance policy equal to the amounts of estimated receipts to cover the actions of persons not employed.

7. Purchasing and Inventory Control (Illustration 10)

The responsibility for acquiring all services and materials rests with the Purchasing Department. This area operates within the limits set by state purchasing regulations. The university operates a central stores facility that stocks those items frequently used by university academic departments, offices, and operating units. Items are controlled by a perpetual inventory system approved by the North Carolina State Auditor and the Purchasing and Contract Office. This system is audited on a sample basis each month by the university's internal auditor.

Until recently there was no uniform method to control university capitalized assets. Beginning July 1, 1979 a system was implemented whereby new acquisitions are tagged and controlled through a series of computer programs. The head of each department or cost center is required to make a physical count annually.

8. Refund Policy (Illustration 11)

The university's tuition and fees refund schedule is published in the general catalog that is distributed each year to administrators and new students. The policy has been adopted by the university Board of Trustees. This refund schedule conforms to National Association of College and University Business Officers (NACUBO) Student-Related Program Committee's General Policy Guidelines For Refund Of Student Charges with two minor questionable points:

1. The NACUBO guidelines call for a minimum refund of 25 percent to students withdrawing during the first 25 percent of the academic period. The lower end of ASU's graduated refund scale calls for a 20 percent refund during the latter part of the initial 30 percent of the academic period.

2. There is not a formal appeal procedure that is distributed to all students.

Institutional Sector: FACULTY

1. Recruitment and Selection

The department chairperson and the departmental personnel committee have the basic responsibility for the recruitment and selection of the faculty of a department.

After it is determined that a vacancy exists in a department, either from the allocation of a new position or through the continuation of an existing position vacated by retirement, resignation, or termination, a job description is prepared. The personnel committee participates in the preparation of this job description. After the job description is approved by the dean of the college, the Vice Chancellor for Academic Affairs, and the University Equal Employment Officer, a search is mounted for qualified persons to fill the vacancy. The methods employed in this search vary. In some instances the personnel committee actually functions as a search committee, assuming an active role. In other situations the department chairperson is the active agent and refers information on candidates to the personnel committee after gathering and organizing this information. In other situations the personnel committee forms a search committee which may include faculty members from the department who are not members of the personnel committee. Regardless of the machinery used to conduct the search the University Equal Employment Officer monitors the search to ensure that equal opportunity standards in recruitment are met.

After an appropriate pool of applicants is accumulated, the departmental personnel committee studies the applicants and initiates the action which results in the invitation of candidates to come to the campus for an interview. Following these campus visits, which usually involve the opportunity for conversations with all members of the department's faculty, the department chairperson, the dean of the college, the Dean of the Graduate School, the Dean of the General College, and the Vice Chancellor for Academic Affairs, the departmental personnel committee makes its recommendation of two or more persons qualified to fill the position. If the department chairperson concurs with the personnel committee's recommendations, the chairperson transmits the names to the dean of the college who in turn submits all these names along with his/her recommendations to the Vice Chancellor for Academic Affairs. The Vice Chancellor then usually makes a contractual offer to one of the candidates. If the Vice Chancellor for Academic Affairs chooses to reject all of the recommended candidates, the entire selection process is renewed.

If the department chairperson and the personnel committee do not agree on the nominees to be recommended, both his/her and the personnel committee's recommendations are submitted to the dean of the college for his/her consideration. The dean's recommendations, along with the recommendations of the department chairperson and the departmental personnel committee, are then given to the Vice Chancellor for Academic Affairs for acceptance or rejection.

The Faculty Handbook (Chapter III, Section IV.D) lists the following general criteria for the selection and evaluation of faculty members:

1. Possess personal attributes reflecting maturity and high standards of integrity.
2. Show evidence of a liberal education; of competence in a subject area as indicated through successful achievement in graduate study, teaching, research, and/or publication; and of a continuing interest and effort in professional growth through study, research, writing and participation in the activities of learned societies and professional organizations.
3. Be skilled in teaching and utilizing materials and methods of instruction.
4. Show a friendly concern for the problems and needs of students by counseling and dealing fairly and considerately with them.
5. Understand the purposes and functions of the university; demonstrate a cooperative willingness to support its purposes and to share the responsibility for evaluating its policies and programs; participate constructively in the deliberations of departmental and general faculty meetings and assume a reasonable share of the responsibility of the faculty committees on which the faculty member serves.
6. Keep himself/herself reasonably well informed on problems of public concern and demonstrate qualities of responsible citizenship by recognizing the need for active interest in the affairs of government, civic, education, and other agencies working for the common welfare.
7. Maintain high standards of professional ethics.

Other important factors are the university's affirmative action goals and the federal regulations which must be observed in the recruitment and selection process.

Appalachian does not rely heavily upon the services of part-time faculty. In 1979 only 50 persons, or approximately 10% of the total faculty, were part-time. Generally such appointments are made for one of the following reasons:

1. to utilize persons who are not faculty members, but whose special abilities qualify them to render a service to the university;
2. to cover unanticipated over-enrollments;
3. to replace temporary vacancies created in a department by an extra-departmental assignment or a leave of absence.

The standards and procedures in recruitment and selection of part-time faculty are the same as those followed in the case of full-time faculty, although they may be applied with less rigor in some cases because of time constraints.

2. Faculty Organization

The day-to-day participation of faculty members in formulating and carrying out university policies is accomplished through university committees and councils, departmental committees, the Faculty Senate and (to a minor degree) through faculty meetings and college meetings. Established policies are codified in the Faculty Handbook. This publication is a joint effort of the Faculty Senate and the Vice Chancellor for Academic Affairs. The faculty of Appalachian State University also has elected representatives to the Faculty Assembly of The University of North Carolina.

The foundation on which faculty organization rests is the Faculty Constitution. This document has been approved by the faculty, the administration, and the Board of Trustees. The constitution defines the faculty as "those persons employed by Appalachian State University who hold the rank of Instructor, Assistant Professor, Associate Professor, Professor; and also those persons appointed as Emeriti Faculty, Adjunct Faculty, Visiting Faculty, and Lecturers." The right to vote and to hold faculty offices is accorded to all members of the faculty except Emeriti Faculty, Visiting Faculty, Adjunct Faculty, and Part-Time Faculty. The constitution provides for the election of a Faculty Senate which acts as the representative body of the faculty. The Vice Chancellor for Academic Affairs is the chairperson of the faculty and presides at general faculty meetings. The Faculty Senate elects its chairperson, acts as an advisory committee to the Chancellor, establishes standing committees of the university, and makes recommendations to the administration on university policy.

3. Professional Competence

As Figure 5-1 indicates, during the fall of 1979 there were (excluding the 21 librarians with faculty status) 497 full-time teaching faculty members at Appalachian, of whom 337 or 67.8% held the doctoral degree or the first professional degree. The percentage of doctorates or first professional degrees among full-time faculty in the 16 constituent institutions of The University of North Carolina in the fall of 1979 was 68.7%.

Among the various colleges at ASU, the percentage of full-time teaching faculty holding the terminal degree was as follows:

College of Arts and Sciences	88.5%
College of Business	64.1%
College of Fine and Applied Arts	37.7%
College of Learning and Human Development	60.8%
General College	77.8%

Among all faculty members (518 full-time and 50 part-time), 29.8% held the rank of Professor, 23.4% the rank of Associate Professor, 23.8% the rank of Assistant Professor, 13.7% the rank of Instructor, and 9.3% were classified as lecturers, adjunct faculty, etc. Of those occupying the rank of Instructor and above, approximately 56% have been awarded tenure.

A complete list of ASU faculty members, with their earned degrees and the degree-granting institutions, can be found in "The Register" at the back of the annual ASU general catalog. Up-to-date personnel files for all faculty members are maintained in the Office of Academic Affairs.

4. Professional Growth

Continuing professional growth is a vital concern of the faculty. A survey of the departmental annual reports for 1978-79 (Figure 5-2) offers some indication of the number and kinds of professional activities in which a full-time instructional faculty of 497 persons was engaged during the year.

Figure 5-1
BREAKDOWN OF FACULTY BY RANK, TENURE STATUS, AND TERMINAL DEGREE (Fall, 1979)

DEPARTMENTS	Number of Faculty Full-Time	Number of Faculty Part-Time	Professor Number	Professor Per Cent	Associate Professor Number	Associate Professor Per Cent	Assistant Professor Number	Assistant Professor Per Cent	Instructor Number	Instructor Per Cent	Other Number	Other Per Cent	Number Tenured	Full-time with Terminal Degree Number	Full-time with Terminal Degree Per Cent
Anthropology	7	0	0		3		4		0		0		3	7	
Biology	15	2	5		8		1		1		2		10	14	
Chemistry	11	0	7		1		3		0		0		8	9	
English	32	3	11		13		8		0		3		22	27	
Foreign Language	10	0	2		3		4		0		1		6	10	
Geography	6	0	5		1		0		0		0		6	6	
Geology	[illegible]	1	2		2		1		1		1		3	5	
History	26	1	9		7		9		1		1		19(21)*	25	
Math	24	0	12		5		4		3		0		15(16)*	18	
Phil. & Religion	9	1	3		5		0		2		0		8(10)*	8	
Physics	7	1	3		2		1		1		1		5	6	
Political Science	17	2	8		1		3		4		3		8	13	
Psychology	25	2	13		8		3		1		2		18	24	
Sociology	13	1	4		1		7		2		0		4	12	
College Arts & Sciences	208	14	84	37.84	60	27.03	48	21.62	16	7.21	14	6.30	135	184	88.5
Accounting	9	2	2		6		1		1		1		5	5	
Business Education	13	4	4		5		4		3		1		6	9	
Economics	13	0	2		6		4		1		0		7	10	
FIRE	6	2	3		1		3		1		0		2	3	
Management & Marketing	23	1	5		5		9		5		0		9(11)*	14	
College of Business	64	9	16	21.92	23	31.51	21	28.77	11	15.07	2	2.73	29	41	64.1
Art	13	3	5		3		3		2		3		9	4	
Communication Arts	10	2	3		4		3		0		2		6	8	
H.P.E.R.	40	4	7		5		8		17		7		16	11	
Home Economics	13	2	1		2		4		2		6		5	3	
Industrial Arts	12	0	5		1		5		0		1		8	5	
Music	26	4	8		4		12		4		2		15(16)*	12	
College Fine & Applied Arts	114	15	29	22.48	19	14.73	35	27.13	25	19.38	21	16.28	59	43	37.7
A.S.H.E.	14	0	9		3		0		1		1		10(14)*	12	
Counselor Ed. & Res.	13	0	6		5		1		0		1		11	12	
Educational Media	9	0	3		4		2		0		0		6	5	
Elementary Education	14	1	7		3		4		0		1		9	10	
Reading	7	3	5		1		0		3		1		5	5	
Secondary Education	15	0	6		3		4		2		0		9(11)*	9	
Special Education	23	4	1		4		7		7		8		4(5)*	7	
Speech Pathology	7	1	2		1		3		2		0		2	2	
College Learning & Human Development	102	9	39	35.14	24	21.62	21	18.92	15	13.51	12	10.81	56	62	60.8
GENERAL COLLEGE	9	2	1	9.09	5	45.46	1	9.09	2	18.18	2	18.18	2	7	77.8
Library	21	[illegible]	0		2	9.09	9	40.91	9	40.91	2	9.09	8	1	4.8
University Total	518	50	169	29.75	133	23.42	135	23.77	78	13.73	53	9.33	289	338	65.3

Figure in () includes administrative personnel holding tenure in department.

Figure 5-2

FACULTY PROFESSIONAL ACTIVITIES, 1978-79

Type of Professional Activity	Number of Faculty	Per Cent of Faculty	Number of Activities
Attendance at professional meetings	340	68%	594
Active participation in professional organizations and meetings (as officers, panelists, etc.)	249	50%	527
Papers presented at professional meetings	152	31%	247
Creative activities	90	18%	206
Publication of research (books and articles)	116	23%	175
Research in progress	237	48%	497

However, in the future the faculty may be hard pressed to maintain these activities at the present level. For example, a declining travel budget makes participation at professional meetings increasingly difficult at a time when departments are placing more emphasis upon such activities. Practically no money for research is provided from state funds and consequently the amount of financial assistance which the university offers is insufficient. During the 1979-80 academic year, $20,000 was made available to faculty members for small research grants and summer salary continuation for research purposes. In addition to this amount, $5,000 was provided for page costs and manuscript services. The same amount was provided for these purposes during 1980-81.

For the 1981 spring semester, funds in the amount of $27,300 were made available to the four degree-granting colleges and the General College to employ graduate assistants or part-time faculty so that some faculty members could be released from part of their assigned workloads in order to engage in research. This program will be continued in subsequent years, provided funds are available.

Off-campus scholarly assignments with full pay for one semester or half pay for two semesters were initiated during the 1973-74 academic year as a means of facilitating the continued professional growth of faculty in the absence of a system of paid leaves or sabbaticals. Individual colleges have established their own guidelines (Figure 5-3) and screen the requests from their respective faculties. As of 1979-80 approximately 40 faculty members have been granted such assignments. Unfortunately, whenever such an assignment is granted, the other members of the department must assume the load of their absent colleague.

Provisions also exist at ASU for tenured members of the faculty to obtain a leave of absence for a period not to exceed one year. Requests for such leaves are made to the chairperson of the department in which the faculty member is located, through the dean of the college involved, to the Vice Chancellor for Academic Affairs, and finally to the Chancellor.

Figure 5-3

COLLEGE GUIDELINES FOR OFF-CAMPUS SCHOLARLY ASSIGNMENTS

College	Purpose	Eligibility	Approval Procedure	Frequency
Arts and Sciences	Not for grad. degree or program.	Tenured, 5 years at A.S.U.	Majority of dept. faculty, chairperson, dean.	No more than once within a 6-year period.
Business	As reward or appreciation for service, further professional development, upgrading faculty. Can be used to continue graduate degree program.	Priority to tenured secondary consideration to non-tenured.	Faculty Personnel Policies Advisory Committee, with input from tenured faculty in the department, dean.	
Learning and Human Development	Useful to department or to the college. Not for graduate study.	Interested faculty members.	Department faculty, chairperson, dean.	
Fine and Applied Arts	Enhance value of individual to A.S.U. Can be used to continue, not to begin, doctoral program.	Tenured or non-tenured 5 years at A.S.U.	Department personnel committee, chairperson, dean.	

Final action for such requests is taken by the Board of Trustees. During the past five years the number of leaves has ranged from three in 1975-76 to eight in 1979-80, with an average of six leaves of absence per year for the period 1975-80.

Additional opportunities for professional development are provided by the Center for Instructional Development, which sponsors many seminars, workshops, and resource persons. During 1978-79 approximately 33% of the faculty participated in programs offered by the CID. Funds are also available through the CID for contract extensions during May and June to allow faculty members to conduct instructional and faculty development projects. During 1979 a total of $51,011 was utilized in 24 such projects involving 86 faculty members. The Faculty Development Fund, established in the Appalachian State University Foundation and administered by the CID, provides money to be used by the faculty for development and professional growth activities, such as attendance at workshops and conferences. During 1980-81 the fund provided approximately $5,000 for this purpose.

Faculty members are also able to apply for semester-long, part-time administrative internships. The purpose of this program is to:

1. provide those who have an interest in a career in academic administration with the opportunity to evaluate their interest and abilities without making a definite commitment to such a career;
2. provide an opportunity for exposure to several facets of the university at policy-making levels; and
3. provide an opportunity for identification of talent in academic administration.

Those interested in the program may apply through their respective department chairpersons and deans, with final selection by the Vice Chancellor for Academic Affairs. Since its introduction in 1975-76, over 30 persons have participated in the program.

5. Financial Security

Surveys by The Chronicle of Higher Education and the American Association of University Professors have documented the fact that over the past decade faculty salaries nationally have failed to keep pace with the rising cost of living and have generally increased at a lower rate than have the salaries paid to other occupational groups. Like their colleagues at other institutions throughout the nation, faculty members at Appalachian State University are concerned about their declining standard of living.

According to figures taken from the AAUP "Annual Report on the Economic Status of the Profession, 1979-80" (Figure 5-4), both in terms of average salary and average compensation the faculty at ASU receive less than the national average for institutions ranked in category IIA:

Figure 5-4

ASU FACULTY SALARIES COMPARED WITH NATIONAL AVERAGE (AAUP ANNUAL REPORT)

Category IIA

	Average Salary			Average Compensation		
Rank	All	Public	ASU	All	Public	ASU
Professor	26,610	27,200	23,400	31,610	32,460	27,200
Associate Professor	21,180	21,630	19,000	25,110	25,730	22,200
Assistant Professor	17,420	17,790	16,700	20,500	21,040	19,600
Instructor	14,030	14,400	13,700	16,330	16,860	16,100

When considering average teaching salaries based on state appropriated funds, the A.A.U.P. ranks Appalachian State University sixth among the 16 constituent institutions of The University of North Carolina. However, when using the data from the HEGIS "Salary, Tenure, and Fringe Benefits" report, the A.A.U.P. ranks Appalachian fifteenth in actual salary and fringe benefits. This discrepancy results from the various ways in which the constituent institutions of The University of North Carolina choose to distribute the funds appropriated for faculty salaries, as well as differences in reporting.

The Office of the Vice Chancellor for Academic Affairs has made an effort to adjust salaries of faculty with the same rank, holding the same credentials, and with the same length of service, so that internal salary inequities will be minimized. In order to inform the faculty of general policy and practice in this area, the Office of Academic Affairs publishes a breakdown of internal salaries each year. Figure 5-5 provides a breakdown of average salaries by rank from 1976-1980.

Figure 5-5
FULL-TIME INSTRUCTIONAL FACULTY SALARIES* BY RANK
FALL 1976-1980

	AVERAGE SALARY				
RANK	1976-77	1977-78	1978-79	1979-80	1980-81
Professor	18,912	20,433	21,627	22,930	25,823
Number in Rank	133	142	153	167	185
Associate Professor	15,483	16,598	17,662	18,934	21,597
Number in Rank	113	133	140	131	120
Assistant Professor	13,747	14,539	15,649	16,603	19,342
Number in Rank	139	137	125	132	132
Instructor	11,198	11,984	12,624	13,488	15,798
Number in Rank	44	43	46	46	32
University TOTALS	15,544	16,739	18,538	19,163	22,229
Number in Ranks	429	455	464	476	469

*This analysis of average faculty salaries does not include persons holding part-time assignments with the university. It does include all full-time faculty members with the equivalent of at least six-hour teaching loads for the academic year. All department chairpersons are included and all salary averages have been computed on a nine-month basis.

Figure 5-6 provides a summary of average salaries by rank and college for the fall of 1980.

Excellent hospital and medical insurance is provided for each faculty member, along with a disability salary continuation plan. As an employee of the state of North Carolina, each faculty member is covered against job-inflicted accidents under the Workman's Compensation Act. The state pays, as stipulated by law, the standard amount for each faculty member's retirement fund (either the Teachers' and State Employees' Retirement System of North Carolina or TIAA-CREF) and social security. Those faculty who are under the State Retirement System are also covered by a death benefit of up to $20,000 should death occur prior to retirement. Personal liability insurance protection is provided by the state, as well as by the ASU Board of Trustees' Legal Liability Insurance policy.

Reasonable use of university recreational facilities is available. And reduced prices for athletic and cultural events are provided for faculty families. Faculty members may also take one three-hour tuition-free course per semester during the academic year. A fuller description of employee benefits programs can be found in the ASU Fact Book.

6. Professional Security and Academic Freedom

Both The Code of The University of North Carolina and the ASU Faculty Handbook (Chapter III, Section II) address, in similar words, the issue of academic freedom. The Faculty Handbook asserts that:

> Appalachian State University is dedicated to the transmission and advancement of knowledge and understanding. Academic freedom is essential to the achievement of these purposes. This institution therefore supports and encourages freedom of inquiry for faculty members and students, to the end that they may responsibly pursue these goals through teaching, learning, research, discussion, and publication, free from internal or external restraints that would unreasonably restrict their academic endeavors.

It further guarantees that "Appalachian State University shall protect faculty and students in their responsible exercise of the freedom to teach, to learn and otherwise to seek and speak the truth." A faculty member who believes that his/her academic freedom has been violated may appeal to the Faculty Grievance Committee and/or the Academic Freedom and Tenure Committee.

The minimal criteria for each academic rank are specified in the Faculty Handbook (Chapter III, Section IV.B):

a. Instructor
   1. A master's degree from an accredited institution in an appropriate field or special competencies in lieu of the master's degree; and
   2. Evidence of potential in teaching, in research or other germane creative activity, or in professional service to the university and/or to the public.

Figure 5-6

UNIVERSITY SUMMARY OF AVERAGE FACULTY SALARIES* BY RANK

Fall 1980

	Instructor			Assistant Professor			Associate Professor			Professor			
College	Total Salaries	Average Salaries	No. in Rank	Total Salaries	Average Salaries	No. in Rank	Total Salaries	Average Salaries	No. in Rank	Total Salaries	Average Salaries	No. in Rank	Total Salaries
College of Arts and Sciences	101,940	16,990	6	808,916	18,384	44	1,170,977	20,910	56	2,459,236	25,617	96	4,541,069
College of Business	44,176	14,725	3	671,837	22,395	30	442,754	24,597	18	522,747	29,042	18	1,681,514
College of Fine & Applied Arts	205,057	15,774	13	642,650	18,901	34	422,170	21,109	20	795,754	25,669	31	2,065,631
College of Learning & Human Development	33,000	16,500	2	277,008	18,467	15	426.751	21,338	20	974,216	24,980	39	1,710,975
General College	30,516	15,258	2	---	---	0	82,890	20,723	4	25,290	25,290	1	138,696
Learning Resources	90,855	15,143	6	152,697	16,966	9	43,991	21,996	2	---	---	--	287,543
University TOTALS	505,544	15,798	32	2,553,108	19,342	132	2,589,533	21,597	120	4,777,243	25,823	185	10,425,428

*This analysis of average faculty salaries does not include persons holding part-time assignments with the university. It does include, however, all full-time faculty members with the equivalent of at least six-hour teaching loads for the academic year. All department chairpersons are included and all salary averages have been computed on a nine-month basis.

b. Assistant Professor
   1. The earned terminal degree from an accredited institution, or two years' successful work in appropriate graduate studies and at least three years of appropriate experience, or special competencies in lieu of these requirements; and
   2. Evidence of ability in teaching, in research or other germane creative activity, or in professional service to the university and/or to the public.

c. Associate Professor
   1. The earned terminal degree from an accredited institution, or special competencies in lieu of the earned terminal degree, and at least five years of appropriate experience;
   2. Distinction and recognition in teaching, in research or other germane creative activity, or in professional service to the university and/or to the public; and
   3. Willingness to participate in institutional affairs.

d. Professor
   1. The earned terminal degree from an accredited institution, or special competencies in lieu of the earned terminal degree, and at least ten years of appropriate experience;
   2. Outstanding reputation in teaching, in research or other germane creative activity, or in professional service to the university and/or to the public; and
   3. Demonstrated ability in and willingness to participate in institutional affairs.

The criteria to be assessed prior to the conferral of tenure are the faculty member's demonstrated professional competence; potential for future contributions; commitment to effective teaching, research, or public service; and the needs and resources of the institution.

Faculty reappointments and promotions, as well as conferral of tenure, are not automatic. The procedures that are followed in these personnel actions are outlined in the Faculty Handbook (Chapter III, Section IV.D) and include recommendations by the departmental personnel committee, the department chairperson, the dean of the college, and the Vice Chancellor for Academic Affairs. The Vice Chancellor for Academic Affairs usually makes the final decision on personnel actions involving reappointment. If the personnel action involves promotion or conferral of permanent tenure, approval by the Chancellor and the Board of Trustees is necessary. The conferral of permanent tenure also requires the approval of the Board of Governors.

Any faculty member who believes that he/she has been unjustly or unfairly treated by a personnel decision may request reconsideration and may appeal to the Faculty Grievance Committee or the Academic Freedom and Tenure Committee. The procedure for academic due process is outlined in the Faculty Handbook (Chapter III, Section XII).

Should a decision be made not to reappoint a faculty member at the end of a probationary term, the faculty member is notified of the decision by the Vice Chancellor for Academic Affairs. The faculty member may appeal this decision to the Faculty Grievance Committee. This committee may submit a report to the Chancellor for final action. The grounds for nonreappointment and the specifics of these appeal procedures are described in the Faculty Handbook (Chapter III, Section VI).

Grounds for discharge, suspension from employment, or rank diminishment of a faculty member on tenure or appointed to a fixed term are:

1. incompetence;
2. neglect of duty;
3. misconduct of such a nature as to indicate that the individual is unfit to continue as a member of the faculty.

Should steps leading to the discharge or suspension from employment of a member of the faculty be initiated under the conditions stated above, the faculty member is notified of the decision to dismiss by the Chancellor. The faculty member may appeal the decision to the Academic Freedom and Tenure Committee. Further appeals may be made to the Board of Trustees and to the Board of Governors. The specifics of these appeal procedures are written in the Faculty Handbook (Chapter III, Section V).

Grounds for termination of employment of a faculty member with permanent tenure or appointed to a fixed term are:

1. demonstrable institutional financial exigency;
2. major curtailment or elimination of a program.

Should steps leading to termination of employment be initiated under the above criteria, the university procedures to be followed are described in the Faculty Handbook (Chapter III, Section VII.B). The faculty member may appeal the termination by the procedures described by Section 501C(4) of The Code of The University of North Carolina. If termination does occur, the institution must provide assistance in finding other employment. Furthermore, the institution cannot replace the faculty member for a period of two years after the effective date of the termination without first offering the position to the person whose employment was terminated.

Further change in any of the procedures concerned with appointments, reappointments, promotions, and conferral of permanent tenure may be initiated by the Faculty Senate. Proposed changes must be approved by the Vice Chancellor for Academic Affairs, the Chancellor, the Board of Trustees, and the Board of Governors. All procedures must comply with The Code of The University of North Carolina.

7. Teaching Loads and Other Working Conditions

All constituent institutions of The University of North Carolina classified as comprehensive universities have an official teaching load of 12 lecture hours per week. However, each institution may shift its resources so as to allow some faculty members to teach less than the normal 12-hour load. Thus at Appalachian the usual teaching load is 12 lecture hours per week for the academic year. However, in certain departments the teaching load consists of more than 12 contact hours per week because the time involved in laboratory situations, physical activity, or music lessons is counted as less than the actual time spent with students. A classroom contact time of 24 hours a week is considered a maximum load in any area where lecture hour equivalents are not established. Some departments provide reduced teaching loads for research, student advising, and directing theses, but generally very little reduction of the teaching load is allowed for such activities. The official policy for load reduction is stated in the Faculty Handbook (Chapter V). Almost no change has taken place at Appalachian with regard to teaching load during the past decade.

Every faculty member is expected to carry his/her share of student advising and committee work. Appalachian also encourages its faculty members to participate in professional activities and to maintain professional affiliations in their areas of special knowledge and interest. Because of their expertise, faculty may also be invited by various public and private organizations to provide consultation and other professional services for pay. Such activities are an important characteristic of academic employment that often leads to significant societal benefits. However, the UNC Board of Governors has ruled that these external professional activities for pay are to be undertaken only if they do not:

1. interfere or conflict with the performance of the primary obligation of the individual to carry out all university duties and responsibilities in a timely and effective manner; or
2. involve any inappropriate use or exploitation of university facilities, equipment, personnel, or other resources; or
3. make any use of the name of The University of North Carolina or of any of its constituent institutions for any purpose other than professional identification; or
4. claim any university or institutional responsibility for the conduct or outcome of such activities.

Working conditions at Appalachian appear to be equivalent to those at comparable state universities. Many faculty offices are quite small and sometimes are inadequately heated and poorly ventilated. Classroom facilities vary among departments. Although most are adequate, some suffer from acoustical problems, ventilation and/or heating problems, and a lack of proper blackout shades necessary for the showing of films. These shortcomings are addressed in greater detail in many of the departmental self-studies.

The provision of vehicles by the University Motor Pool for official travel continues to be a problem. Owing to the limited size of the motor fleet, faculty members sometimes have difficulties in scheduling cars for necessary professional duties. Some of the vehicles that are provided are in poor or even dangerous operating condition.

Appropriations for equipment, supplies, and travel for faculty are woefully inadequate. For example, in 1979-80 the money provided for purchase of equipment was reduced by the state legislature by approximately 25% from the 1978-79 budget. Travel funds were increased 7% during the same period while the inflation rate was in double figures; therefore, the travel budget in effect was also reduced.

8. Criteria and Procedures for Evaluation

General criteria for evaluation of faculty members are the same as those used in the selection of faculty and are listed in section one (Recruitment and Selection) of this report. These criteria, developed jointly by the faculty and the administration, are left open to interpretation by the individual departments. As part of the department chairperson's responsibility for initiating personnel recommendations, a conference is scheduled with each faculty member each semester in order to discuss the formulation and implementation of the faculty member's professional goals and to evaluate his/her past performance. There is an annual conference, attended by the chairperson, the dean of the college, the Vice Chancellor for Academic Affairs, and any other appropriate administrators, specifically designed to evaluate, and thereby determine the following year's salary for, each faculty member. Since many times the department chairperson is the only person well acquainted with a particular faculty member, his/her evaluation is very important.

9. Promotions - See section six (Professional Security and Academic Freedom)

10. Part-time Faculty and Graduate Teaching Assistants - For part-time faculty see section one (Recruitment and Selection); for graduate teaching assistants see Graduate Program report.

Institutional Sector: LIBRARY

The library at Appalachian State University is the centerpiece of a larger administrative unit called Learning Resources. Included organizationally under the Dean of Learning Resources are the Belk Library, the Center for Instructional Development, and Audio-Visual Services. This report deals only with the library. The Center for Instructional Development and Audio-Visual Services are discussed in the Educational Program report.

In 1976 the administration and staff of the library generated a lengthy statement on the mission of Learning Resources. This document characterized the core mission of Learning Resources as follows:

> As an integral part of Academic Affairs, Learning Resources accepts responsibility for linking learning services and materials with academic programs. The pervasive nature and magnitude of this mission is demonstrated by providing to a broad spectrum of beneficiary groups (students, faculty, staff, academic, and administrative departments) sufficient high-quality resource materials and services to enhance -- to the fullest extent possible -- the instructional, research, public service, and student life programs of Appalachian State University.

1. Administration and Staff

Administratively, the library is organized according to the chart shown in Figure 6-1. The Librarian is the "department head" of the library, serving directly under the Dean of Learning Resources. The Learning Resources Committee, composed of faculty, staff, and student members, advises the administration on policies and procedures relating to the library and the other areas that constitute the Learning Resources Division.

Librarians who meet the criteria for classification as professional librarians (Faculty Handbook, Chapter III, Section X) are entitled to faculty status with appropriate rank designation. Librarians having faculty status may attain tenure and are employed and evaluated according to the criteria and procedures followed in the appointment and evaluation of other faculty members. These policies and procedures are spelled out in detail in the Faculty Handbook, and are discussed in the Faculty report. The professional staff of the library consists of 20 full-time persons, all of whom have faculty status, each with the faculty rank which befits his/her training and qualifications (Figure 6-2).

Full-time supporting staff members number 27, not including one temporary employee who serves 3/4 time. The members of the support staff are well qualified for the positions they hold. Most have college degrees; 10 have at least one master's degree. Educational requirements vary with the duties and responsibilities of the positions. Minimum qualifications are set by the university's personnel office in accordance with state guidelines.

Figure 6-1

ORGANIZATIONAL CHART: BELK LIBRARY

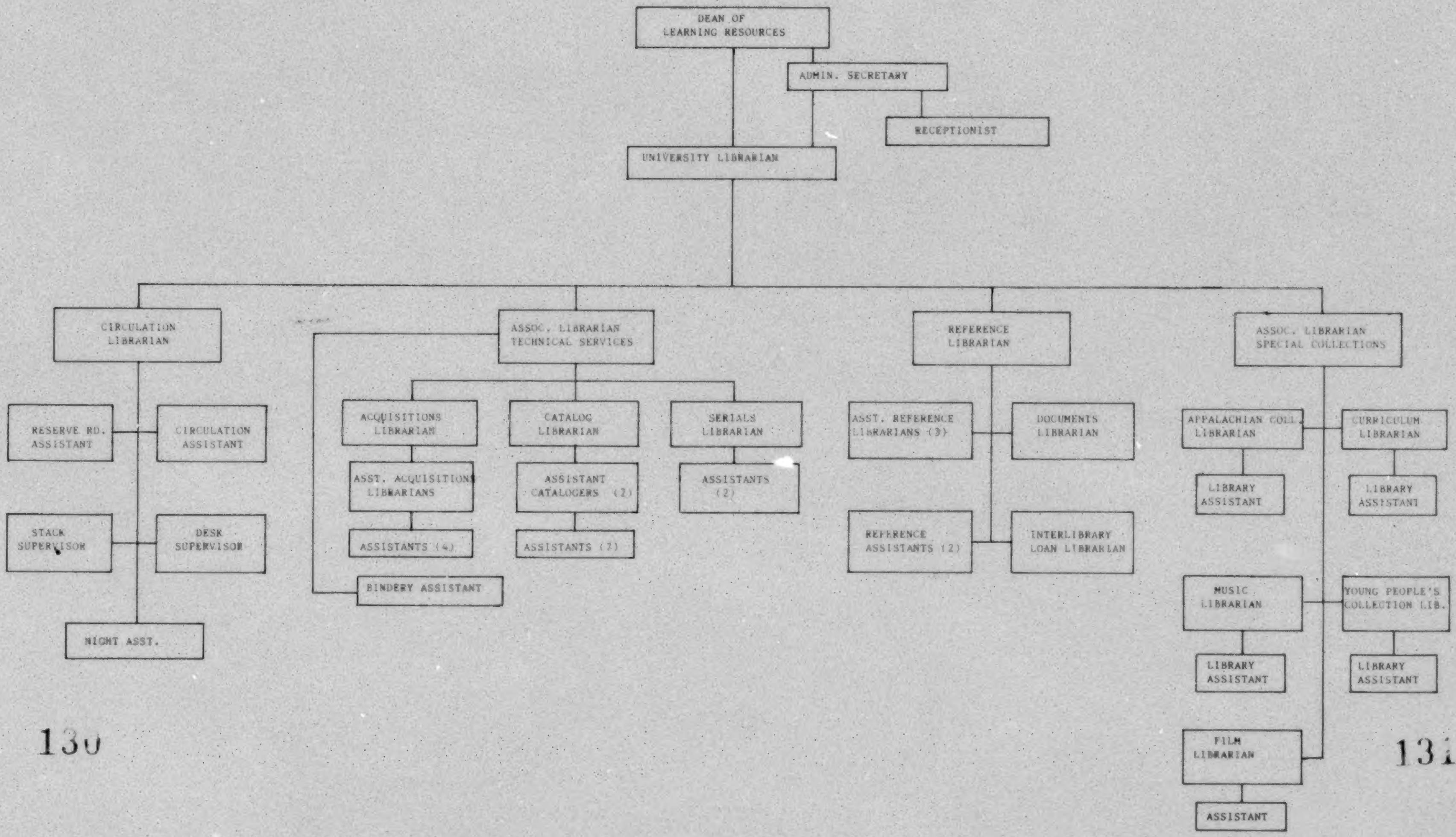

DEAN OF LEARNING RESOURCES
ADMIN. SECRETARY
RECEPTIONIST
UNIVERSITY LIBRARIAN
CIRCULATION LIBRARIAN
RESERVE RD. ASSISTANT
CIRCULATION ASSISTANT
STACK SUPERVISOR
DESK SUPERVISOR
NIGHT ASST.
ASSOC. LIBRARIAN TECHNICAL SERVICES
ACQUISITIONS LIBRARIAN
ASST. ACQUISITIONS LIBRARIANS
ASSISTANTS (4)
CATALOG LIBRARIAN
ASSISTANT CATALOGERS (2)
ASSISTANTS (7)
SERIALS LIBRARIAN
ASSISTANTS (2)
BINDERY ASSISTANT
REFERENCE LIBRARIAN
ASST. REFERENCE LIBRARIANS (3)
DOCUMENTS LIBRARIAN
REFERENCE ASSISTANTS (2)
INTERLIBRARY LOAN LIBRARIAN
ASSOC. LIBRARIAN SPECIAL COLLECTIONS
APPALACHIAN COLL. LIBRARIAN
LIBRARY ASSISTANT
CURRICULUM LIBRARIAN
LIBRARY ASSISTANT
MUSIC LIBRARIAN
LIBRARY ASSISTANT
YOUNG PEOPLE'S COLLECTION LIB.
LIBRARY ASSISTANT
FILM LIBRARIAN
ASSISTANT

Figure 6-2

PROFESSIONAL STAFF: BELK LIBRARY

Administration

Alvis Corum, BS, MEd, EdD
Dean of Learning Resources

Richard Barker, BS, MA
Associate Professor and
University Librarian

Acquisitions Department

John Heaton, BS, MA, EdS
Assistant Professor
Acquisitions Librarian

Cataloging Department

Mary Alice Huff, AB, BS in LS
Assistant Professor and Head
Cataloger

Deborah Ellen Bell, BS, MLS
Assistant Professor and
Assistant Cataloger

Cordelia Inks, BS, MLS, MA
Assistant Professor and
Assistant Cataloger

Circulation Department

Earlene Campbell, BS, MA, EdS
Instructor and
Circulation Librarian

Reference Department

John Coblentz, BA, MA, MS in LS
Assistant Professor and
Reference Librarian

Keith Hill, BA, MA, MS in LS
Assistant Professor and
Reference Librarian

Carolyn Jamison, BA, MS in LS
Instructor and
Reference Librarian

Suzanne Wise, BA, MS in LS
Instructor and
Reference Librarian

Allen Antone, BS, MA
Instructor and Reference
Librarian

Serials Department

Faye Mitchell, AB, MA in LS
Assistant Professor and
Serials Librarian

Special Collections

Elaine Corbitt, BA, MA
Instructor and Librarian
of Instructional Materials Center

Jody Falconer, BA, MA, MA in LS,
PhD
Music Library, I.G. Greer Hall
Assistant Professor and
Librarian of Music Library

Patricia Farthing, BA, MS in LS,
EdS
Assistant Professor and
Librarian of Instructional
Materials Center

Gaye Golds, BS, MA, EdS
Associate Professor and
Librarian of Instructional
Materials Center

Eric Olson, BA, MS in LS
Instructor and Librarian
of Appalachian Collection

The full-time staff (excluding the Dean and the University Librarian) is distributed approximately as follows:

Reference	8 full-time employees, including those in Inter-Library Loan and Government Documents
Periodicals	3 full-time employees
Circulation	7 full-time employees, including one in the Reserve Reading area
Acquisitions	7 full-time employees
Cataloging	9 full-time employees
Special Collections	2 each in Appalachian Room and Music Library; 6 in Instructional Materials Center
Binding	1 full-time employee

Part-time student assistants, each working 7 to 15 hours per week, constitute a third large group of library personnel. The approximately 140 students who work regularly in the library log about 7000 hours a month.

2. Budget

Figures 6-3 and 6-4 provide data concerning library expenditures for the five-year period from 1975 to 1980. Total expenditures for the Appalachian State University library in 1978-79 were $1,680,622, a figure which was more than double that of the library budget in 1971 when the previous self-study was conducted. The size of the increase is attributable in large part to the equalization appropriations provided by the North Carolina General Assembly for the five-year period 1974-79. The 1979-80 library budget, reflecting the loss of this special allocation, was $1,434,904, almost 15% less than the previous year's budget. The budget for 1980-81 was $1,588,663. In 1978-79 library expenditures represented 6% of the total educational and general expenditures at Appalachian; this percentage dropped to 4.6% in 1979-80. This decline in financial support for the library is aggravated by inflation. For example, the cost of journals is rising at a rate of almost 20% a year, while book prices are increasing 10% annually.

Figure 6-3
LIBRARY EXPENDITURES, 1975-1980
(From Education & General Expenditures, Figure 4-10)

Fiscal Year	Library Expenditures	Percent of Total Ed. and General Expenditures	Expenditure per FTE
1974-75	1,306,809	6.1%	*
1975-76	1,136,843	5.2%	$142
1976-77	1,464,784	6.1%	$182
1977-78	1,593,330	6.1%	$190
1978-79	1,680,622	6.0%	$201
1979-80	1,434,904	4.6%	$167

*ASU operated under the quarter system in 1974-75; therefore, the enrollment data would not be comparable.

Figure 6-4

LIBRARY OPERATING EXPENDITURES

Fiscal Years 1975-76 to 1979-80

	1975-76	1976-77	1977-78	1978-79	1979-80
Total salaries, before deduction, of regular library staff	$ 471,499	$ 492,339	$ 547,310	$ 592,691	$ 638,890
Total wages paid to students and other hourly assistants, before deductions	85,322	87,854	100,140	112,964	123,734
Expenditures for books and other library materials	431,393	674,016	741,121	740,794	427,947
Expenditures for binding and rebinding	40,290	41,219	39,774	41,112	44,540
Other operating expenditures (including replacement of equipment and furnishings but excluding all capital outlay)	204,425	55,150	69,824	93,428	87,734
Work study assistance (federal only)	18,414	-	-	-	-
*TOTAL EXPENDITURES	$1,251,343	$1,350,578	$1,498,169	$1,580,989	$1,322,845

*Total Expenditure figures do not agree with totals in Figure 6-3 because Figure 6-4 includes federal funds for 1975-76 (not reported in Figure 6-3) and fails to include fringe benefits in salaries for 1976-77 through 1979-80.

In 1978-79 $781,906, or almost one-half of the library budget, was spent on books, periodicals, other library materials and on binding. This represented an expenditure of $93.20 per FTE student. In 1979-80, $472,487 was spent for this purpose, for an expenditure of $55.13 per student; the budgeted figure for 1980-81 was $478,247, or $52.65 per student.

One result of the return to a modified 1974-level budget will be a drastic cut in book expenditures. Departmental allocations were about 62% less in 1979-80 than in the previous year and were cut an additional 20% in 1980-81. The impact of declining funding is already being felt. For example, 25,403 volumes were added to the library in 1978-79, whereas only 11,751 volumes were added in 1979-80.

The library administration has requested the creation of a separate item in the library budget for the purchase of film for the Film Library. Currently films are purchased from the books and materials budget. Consequently, the high cost of films further detracts from the amounts of money available for book purchases. A problem which has tended to further aggravate the book budget situation is the practice of both the ASU and UNC administrations of instituting new programs without providing the additional library funds necessary to support those programs.

3. Resources

The library at Appalachian consists of a wide variety of learning and research materials -- books, periodicals, microforms, and audio-visual materials. Besides the general collection of books, periodicals, and microforms, the library houses five special collections: the Appalachian Collection, the Curriculum Library, the University Film Library, the Young People's Collection, and the Music Library.

Generally the collection is much improved since the self-study of 1971 (see Figure 6-5). There were approximately 397,000 volumes in the library in 1979, a figure well over double that of 1968-69 (172,624). This represents an average of 46 books for each FTE student, a figure which does not compare favorably with averages at other non-doctoral institutions within The University of North Carolina system (Figure 6-6). The number of volumes in the library as of June 30, 1980 was 406,740, or 47 books per FTE student.

Figure 6-6
BOOKS PER STUDENT IN LIBRARIES OF CONSTITUENT INSTITUTIONS OF
THE UNIVERSITY OF NORTH CAROLINA, 1979

Institution	Books per Student
Appalachian State University	46
East Carolina University	49
Elizabeth City State University	61
Fayetteville State University	52
North Carolina A & T University	58
North Carolina Central University	99
Pembroke State University	77
UNC-Asheville	81
UNC-Charlotte	38
UNC-Wilmington	48
Western Carolina University	52
Winston-Salem State University	70

Figure 6-5

LIBRARY HOLDINGS

Fiscal Years 1975-76 to 1979-80

	1975-76	1976-77	1977-78	1978-79	1979-80
Number of volumes held at end of previous year	309,226	328,994	349,086	371,648	397,051
Number of volumes added during year	20,694	22,753	24,278	25,403	11,751
Number of volumes withdrawn during year	926	2,661	1,716	806	2,062
Total number of volumes at end of year	328,994	349,086	371,648	397,051	406,740
Number of volumes in government document collections at end of year	90,000	98,312	104,440	111,051	117,351
Number of volumes added to government document collections during year	10,000	8,312	6,128	6,611	6,300
Number of Book Titles Represented by Microforms	246,769	267,575	283,895	299,206	303,390
Number of Periodical Titles Represented by Microforms	761	829	986	1,025	1,025
Number of Other Physical Units of Microform	16,100	18,615	22,248	24,748	48,221
Number of Audiovisual Materials (audio recordings, motion pictures, filmstrips, slides, videotapes, videodiscs, etc.)	26,810	27,285	28,135	29,053	29,499
Number of All Other Materials	1,000	1,550	1,700	1,810	1,826
Number of periodical titles, excluding duplicates, received by end of year	3,750	4,290	4,868	5,103	5,030

The reference section, developed largely by the professional reference staff, contains 31,000 volumes. Faculty members have made occasional suggestions about reference acquisitions, but opinions have not been actively solicited. The reference staff regularly checks the shelves against standard lists. A check has recently been made in conjunction with the changeover from the Dewey Decimal System to that of the Library of Congress.

The inter-library loan service, a part of reference, is provided in order to obtain research materials that are not in the library. Undergraduate students are limited to borrowing only those materials that are available from libraries in the state of North Carolina, but graduate students and faculty may borrow materials from out of state. This service was automated in 1979 through the nationwide OCLC system, and it appears that inter-library loan transactions are now being processed more rapidly. In 1977-79 some 1,759 items were requested through the service and some 1,295 items were lent to other institutions, a total of 3,054 transactions.

In the government documents collection, there are over 110,000 titles, most of which come to the library automatically. As a partial repository for government documents since 1964, the ASU library receives 60-70% of the documents published by the Government Printing Office. Faculty members may request special documents, which are purchased through a small account maintained with the GPO in Washington, D.C.

The periodicals division subscribes to over 5,000 serials. Fifty newspaper subscriptions are maintained. The library has 78,306 "volumes" of periodicals, including both bound volumes and microfilm. This is in addition to microfilm of newspapers and back issues of the Watauga Democrat in the Appalachian Room. The collection is checked against four guides: The Reader's Guide to Periodical Literature, the Humanities Index, the Social Sciences Index, and the Education Index. Faculty members may request subscriptions with the first year's subscription cost being charged to library funds allocated to their department. They may also request back issues of specific periodicals, charged to departmental library funds.

Special Collections

The Appalachian Room houses a collection on local history and Appalachian culture. It contains a wide variety of materials on history, genealogy, literature, folklore, bibliography, and social and economic conditions in Appalachia. On hand at present are over 11,000 books, approximately 200 films and tapes, 1,200 prints, 1,750 slides, Watauga County records, 500 artifacts, a vertical file with 600 topics, manuscript materials, 48 volumes/reels of newspapers (including a complete file of the Watauga Democrat), and the Appalachian State University archives. These materials were collected largely through the efforts of the Appalachian Collection's staff.

The Music Library is housed in the Music Building and is operated primarily for the convenience and benefit of the Department of Music. It contains some 10,000 volumes (reference works, over 3,000 scores, and sets of parts) and more than 7,000 phonodisc/records, 20 cassettes, and 29 sets of complete works. The Music Library is checked against a number of bibliographic lists, including Schwann and Winesanka. The faculty role in selection is not large. The library has equipment for listening, both for groups and individuals. The Music Library was unable to fill gaps in its basic collection during the 1974-79 windfall appropriations period because of frequent changes in music librarians. The space problems experienced by the Music Library in the past should be alleviated when it moves to new quarters in the new Music Building.

The Instructional Materials Center was established in 1980 with the merger of the Curriculum Library, the Young Peoples Collection, the Film Library, and the Microforms Collection. The Center contains state-adopted textbooks, curriculum guides, teaching kits, standardized tests, games, 3,000 tapes, over 3,000 filmstrips, 8,800 slides, 1,500 16mm films and video tapes, over 300,000 units of microforms, and over 17,000 books for children and young people. With the exception of films, video tapes, microforms, and standardized tests, all materials are intershelved by subject classification to assist patrons in locating everything available on a particular subject. Two classrooms, a seminar room, and individual carrels are provided in the Center.

The microforms collection contains extensive holdings of books, newspapers, and special collections on microfilm, microfiche, microcard, and ultrafiche. In 1978-79 the collection (over 300,000 units) included 299,206 book titles, 1,025 periodical titles, and 24,748 other physical units. It has complete files of several national, state, and local newspapers. Also on hand are complete ERIC (Educational Resources Clearing House) publications, and special collections, such as the Library of American Civilization. Most of the items are indexed in the card catalog. The library has recently published a guide to its microform holdings.

The librarians rely considerably on the faculty in acquiring new materials by sending out notices soliciting suggestions and scheduling preview sessions. Standard bibliographies and professional periodicals are constantly checked for new titles.

Faculty involvement is more pronounced in selection of books for the general collection than for the special sections and collections. In 1975-76 the Learning Resources Committee studied the question of book allocations to the various academic departments of the university. The problem of preparing an equitable formula was presented to the faculty in the form of a survey. Regional colleges and universities were also surveyed to determine their acquisitions policies with regard to departmental needs. During 1976-77 the Learning Resources Committee formulated a mathematical plan for departmental book budgets which took into consideration the following factors:

a. The American Library Association's determination of average costs of books in each discipline;
b. The "student credit hours generated" by a department;
c. Multipliers of 2 for SCHG's on the 4000-4999 course level and of 3 for SCHG's on the 5000-5999 level.

Departmental allocations are now made on the basis of this formula, with additional consideration given to special departmental needs such as new programs. In 1978-79 departmental faculty members spent some $309,906 of the total book budget of $781,906. In 1979-80 academic departments were only allocated $117,000 of $478,895, and in 1980-81 departmental allocations fell to $93,397 within a total book budget of $478,247. The degree of faculty involvement in the selection of library holdings depends largely upon the policies and personnel of the individual departments. A professional librarian serves as liaison with each academic department, and a faculty member in each department coordinates the book orders for his/her department, and serves as the contact person for the liaison librarian.

In a survey of a random sample of 66 faculty members conducted by the Learning Resources Committee in 1978, almost 60% of those polled said that the library collection was sufficient for their teaching needs, while 36% felt it was inadequate. Only 38% found the collection adequate for their research needs, and almost 55% found it inadequate. The inter-library loan program can help fill this gap to a certain extent. But the impact of the completion of the equalization program in 1979 means a slowing down of improvements in the collection and will inevitably prolong the length of time required to build a collection that meets the needs of students and faculty.

4. Services

Most of the ASU library collections have been housed in the Belk Library since its completion in 1968. This structure, located in the center of the campus within five minutes walking distance of all classrooms, has 80-85,000 square feet of floor space, about 65,000 of them usable for library purposes. The new library addition has almost doubled the usable floor space to 132,000 square feet. It has been observed, however, that the new building may be adequate for only another 10 years.

The "Belk Library Handbook" provides a good index to services provided by the library. The bulk of the library's learning and research materials are available in open stacks, with maximum accessibility. Most books can be taken from the library building for varying periods of time: overnight, as in the case of reserve books; two weeks, for music scores and general book circulation; or one month, for government documents. Books are checked out to faculty members for a period of one semester before renewal is required. Reference works are generally restricted to on-site use, as are microforms, but they may be checked out for limited periods of time by the faculty. Periodicals and Appalachian Collection materials are normally restricted to on-site use, but faculty members may take them out for 24 hours by special arrangement and students may borrow them for an hour or two for classroom purposes. The circulation of some collection materials (Young People's Collection, Film Library) is limited to faculty and students.

The circulation system is much improved since the previous self-study in 1971. A new security system, which electonically guards the exit from the library, has been effective in cutting down on losses of books without adding inconvenience. Plans are being made to install, in conjunction with the computer center, an automated circulation and acquisitions system.

An average of 150,000 books are checked out annually through the general circulation desk. Circulation figures for the special collections are as follows:

Appalachian Room	1,720 for 1978-79
Curriculum Library	2,922 for the first four months of 1979
Music Library	16,752 for the first three quarters of the 1978-79 year
University Film Library	400-450 checkouts per month in 1978-79
Young People's Collection	2,621 for March 1979

The Reserve Reading area, administratively under the supervision of the circulation librarian, answers an obvious need -- that of setting aside books in frequent and steady demand and checking them out for very limited periods of time. Faculty members have instructions making clear the procedures for placing books on reserve; students find posted notices making clear the procedure for checking them out. Some 45-50,000 books have been checked out at the reserve reading area desk for each of the last two years.

Reference books are on open shelves and can be checked out overnight to faculty members on request. Reference services are "totally available," except from 9 to 11 evenings, when the reference desk is manned by student assistants. The reference section arranged for some 600 ERIC searches in 1978 and conducted 130 library tours for schools and ASU classes. Individual "walking tours" are provided also, complete with audio cassette and tape player.

Government documents, a part of the reference section, must be open to the public during library hours as part of the partial-depository arrangement with the Government Printing Office. Circulation of government documents, 400-450 per year in 1975-77, has declined since those years to 200-300 each year. Selected government documents will be fully cataloged in the near future.

The large open-stack bound periodicals area and the open-shelf current popular periodicals shelves contain reading material used an estimated 200-300,000 times each year. The circulation desk for current scholarly periodicals checks out some 30,000 items each year. Current copies of 50 newspapers are displayed on racks in the newspaper reading room.

Since 1975 cataloging of new materials has been accomplished through the OCLC/SOLINET on-line system, using its data base of bibliographic records. The acquisitions division uses the same system for pre-order searching and verification, and the inter-library loan department since early 1979 has been rapidly processing loan transactions through that system. The off-line searches of the ERIC data base are provided by the reference department which completed some 600 searches for library patrons in 1978-79. The library is in the first phase of a comprehensive library automation system, eventually to include acquisitions, cataloging, serials, and circulation. In the spring of 1980, the reference department will begin to use Lockheed Information Systems' DIALOG on-line retrieval system and the many data bases accessible to it. A Computer Output Microfilm listing of serials holdings became available for distribution to other libraries in the fall 1979. Also at that time the listing of serials began to be updated monthly.

Library hours are:	Monday-Friday	7:30 am to 11:00 pm
	Saturday	9:00 am to 6:00 pm
	Sunday	2:00 pm to 11:00 pm

Instructional Materials Center hours are the same as above with the exception of the Film Section - Monday-Friday 8:00 am to 5:00 pm.

The hours for the special collections may vary:

Appalachian Collection	Monday-Thursday	8:00 am to 9:00 pm
	Friday	8:00 am to 9:00 pm
	Saturday	9:00 am to 1:00 pm
	Sunday	2:00 pm to 11:00 pm
Music Library	Monday-Thursday	8:00 am to 10:00 pm
	Friday	8:00 am to 5:00 pm
	Saturday	1:00 pm to 5:00 pm
	Sunday	5:00 pm to 9:00 pm

5. Institutional Relationships

The library maintains institutional memberships in the American Library Association, the Southeastern Library Association, and the North Carolina Library Association. The library is a charter member of the Southeastern Library Network (SOLINET), a regional network of academic and public libraries dedicated to reducing unit costs through automation of library systems. The university librarian serves on the State Advisory Committee of Librarians, comprised of all the librarians for North Carolina state institutions.

The inter-library loan department serves as the library's agent in resource sharing with other libraries, borrowing those materials that patrons may require and lending, in turn, to other libraries.

Institutional Sector: STUDENT DEVELOPMENT SERVICES

Nature and Purpose of Student Affairs at ASU: Objectives and Mission

As one of the four major administrative divisions of the university, Student Affairs provides a wide range of student services and seeks to enhance the total development of ASU students as individuals and as members of various groups. Student Affairs exists primarily to foster the overall development of students. It serves students through counseling, advising, attending to medical needs, providing financial aid and advice, instructing students in classrooms and elsewhere on the campus, providing leadership training and opportunities, and seeking to enlarge their personal and educational horizons. In so doing, the Student Affairs professional becomes, in essence, a faculty member operating in a unique sort of classroom. Increasingly, Student Affairs generates academic credit through one of several cooperating academic departments.

In its most fundamental form, the nature and purpose of Student Affairs is that of a university: to provide an environment which encourages and nurtures the continuing process of discovery. Since Academic Affairs and other university divisions are directed toward the same end, it is necessary to indicate how Student Affairs complements other university operations in these pursuits.

Student Affairs can be most conveniently, though rather arbitrarily, broken down into three basic areas: student services, student life, and student development. The first two have been traditional roles of Student Affairs work, while the last has received particular attention more recently. Student services are those operations that facilitate the effective functioning of educational programming. Unless efficient systems exist for admitting students, scheduling, providing financial aid and medical care (as examples), then the learning processes may never be effectively set in motion.

Student life, on the other hand, focuses on student participation in various organizations and events such as student government, student media, social groups, cultural activities, and so forth. Student Affairs staff serve here primarily in terms of coordination and advisement and attempt to help open up as many such opportunities as possible for the whole spectrum of special student activity interests.

Student development, while a third facet of Student Affairs operations, can by no means be distinctly separated from student services and life. Ideally it should infuse and transcend all of Student Affairs. It concerns itself with the education and growth of the "whole person" and is based on the premise that every individual has the right to develop to his or her fullest potential -- affectively and cognitively. This brings Student Affairs squarely into the educational role and particularly underscores its complementarity with Academic Affairs as a partner in the total growth of each student. Although the student's cognitive and affective learning are seemingly inseparable, the Student Affairs emphasis would usually tend more toward affective, as well as experiential, learning. This is an expectable result based on the nature of Student Affairs contacts with students: an out-of-classroom scenario, living-learning programs, student-initiated functions, personal needs of students, and frequent one-to-one relationships. As such, the greater concern is with "what a student is becoming" rather than what he/she knows, with a special emphasis on the student's self-awareness, interpersonal relations, system of values, and lifestyle. The student development perspective is therefore a point of view incumbent upon every member of the Student Affairs staff; it is an attitude and an approach as well as an educational program.

This by no means suggests that student development is the exclusive domain of Student Affairs. But it does point out the need for an integrative relationship between those learning experiences in Student Affairs on the one hand and Academic Affairs on the other. It is, therefore, not surprising that in recent years Student Affairs programming throughout the country has assumed such titles as "complementary education," "co-curricular education," as well as "student development services."

1. Administration of Student Development Services

The Vice Chancellor for Student Affairs is charged with overall responsibility for the Student Affairs area. The Vice Chancellor for Student Affairs coordinates and gives leadership to Student Affairs programs, participates in the preparation of the budgets for the various offices within Student Affairs; directs long-range planning for the area; and represents the Chancellor in working with student leaders and in relationships with the UNC General Administration. A fuller description of the duties and responsibilities of the Vice Chancellor is provided in the Faculty Handbook.

Those areas under the Vice Chancellor for Student Affairs (Figure 7-1) are:

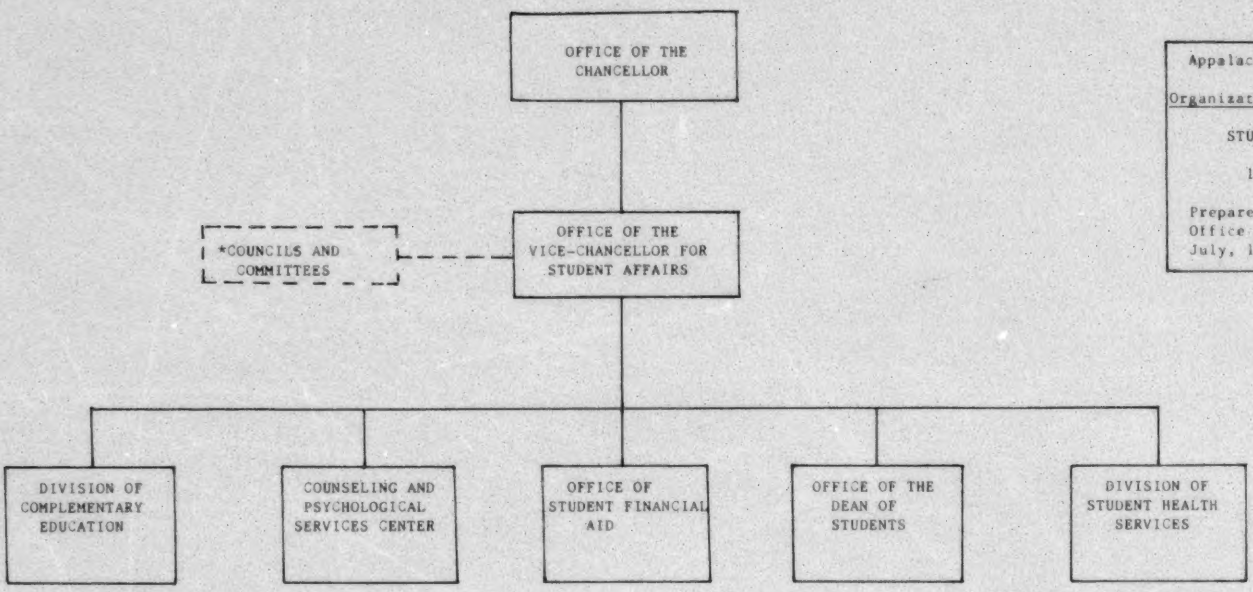
a. Counseling and Psychological Services Center - Provides counseling and testing services to the campus community and certain regional agencies. Outreach programs extend to the residence halls and elsewhere on campus.

b. Student Financial Aid - Administers all forms of student financial aid and work programs. Advises students as to financial matters. Certifies veterans to the Veterans Administration.

c. Complementary Education - A unique program on the ASU campus. Provides a multiple approach to programming, cultural affairs, student leadership development, student organizations and co-curricular affairs, resident hall living/learning activities, academic-related internships and independent studies, student work opportunities, Student Union and auditorium operations, Minority Student Awareness, and student research.

d. Dean of Students - Concerned with overall problems of student life, residence hall life and staffing, the problems of special groups of students such as the handicapped and transfer students, new student orientation (in cooperation with Academic Affairs), relations with parents, and administrative matters such as the withdrawal of students.

Figure 7-1


OFFICE OF THE CHANCELLOR
*COUNCILS AND COMMITTEES
OFFICE OF THE VICE-CHANCELLOR FOR STUDENT AFFAIRS
DIVISION OF COMPLEMENTARY EDUCATION
COUNSELING AND PSYCHOLOGICAL SERVICES CENTER
OFFICE OF STUDENT FINANCIAL AID
OFFICE OF THE DEAN OF STUDENTS
DIVISION OF STUDENT HEALTH SERVICES

Appalachian State University

Organization for Administration

STUDENT AFFAIRS

1980-81

Prepared by:
Office of Institutional Research
July, 1980

*ADMINISTRATIVE COUNCIL
ADMINISTRATIVE HEARING BOARD
ASU HOUSING
CAMPUS WIDE & PUBLIC PROGRAMS COMMITTEE
STUDENT AFFAIRS BUDGET COUNCIL
STUDENT GOVERNMENT ASSOCIATION
STUDENT PUBLICATIONS COUNCIL

e. Health Services - Provides around-the-clock medical care to students while school is in session and conducts preventive *medicine programs through the residence hall* programs, leaflets and pamphlets, and lectures in the academic arena. Relates to local, state, and national medical programs.

The Student Affairs area at ASU shares with the other administrative divisions of the university responsibility in varying degrees for the administration of programs of athletic medicine, intramurals and recreation, the Student Activities budget, new student orientation, residence halls, and campus auditoriums. There are certain functions which are found in Student Affairs on some of the UNC campuses which are housed administratively on the ASU campus within other major administrative divisions. These include Admissions and the Registrar's Office in Academic Affairs, the fiscal and physical aspects of residence hall operations in Business Affairs, and the Office of Placement in Development and Public Affairs.

The staff members working within the Student Affairs areas (Figure 7-2) have degrees appropriate to their responsibilities and status commensurate with their peers in other administrative areas. One function of Student Affairs staff members is continually to research, survey, and evaluate the campus environmental impact on the student's learning experience, so as to determine if programs are responsive to determined student needs.

Student fees have served as a source of funding for many positions in the Student Affairs area. This funding situation would be improved if the UNC General Administration were to establish criteria for the minimum level of student services to be offered on each campus and provide some general state fiscal support based on these criteria.

2. Counseling and Guidance

The General College assists students during their first two years by organizing and implementing a comprehensive orientation to ASU, maintaining up-to-date academic records for students, and coordinating the Faculty Advising Service. Each summer several two-day orientation programs are conducted for freshmen and transfer students. For those students unable to participate in the summer program, a one-day orientation is provided at the beginning of each semester. Professors representing all academic departments serve as members of the Faculty Advising Service and are available in the General College to assist students with their academic schedules and to discuss options for majors and careers.

When, after the sophomore year, a student formally declares a major, he or she moves from the General College to one of the other colleges. At this level, advising policies vary. Some colleges provide advising services at a central, college-level, location, whereas others (while offering advising at the college office) direct students to their major departments for more specific advising.

All freshmen and transfer students are required to take reading and writing proficiency tests, as well as a mathematics placement test. Developmental courses are provided for students with deficiencies in these areas. The Special Services Office also provides counseling, a

Figure 7-2

STUDENT AFFAIRS STAFF

1980-1981

Name	Highest Degree	Years of Experience *Professional ASU	Other	Present Job Title
David McIntire	ED.D.	0	11	Vice Chancellor for Student Affairs
Sally Atkins	ED.D.	2	11	Director of Counseling & Psychological Services
Susie Greene	M.A.	5	5	Director of Testing/Counselor
Steve Gabriel	M.A.	15	10	Director of Student Financial Aid
Wes Weaver	M.A.	8	3½	Assistant Director of Financial Aid
Louise Mitchell	M.A.	1	0	Assistant Director of Financial Aid
Pat Hodges	none	17	5	Administrative Assistant, Student Financial Aid
Lee McCaskey	M.A.	12	8	Director of Complementary Education
Bob Dunnigan	M.A.	7	12	Associate Director of Complementary Education
Bob Feid	B.S./B.A.	9	0	Associate Director of Complementary Education
Rick Geis	M.S.	9	0	Director of Residential Programs
Kathryn Knight	M.A.	5	0	Director of Co-Curricular Programs
Roger Whitener	M.A.	20	11½	Director of Cultural Affairs
Greg Baldwin	4 yr.	7	3	Director of Technical Programs
Ronny Brooks	B.S.+	21	0	Dean of Students
Barbara Daye	M.A.	14	6	Assistant to the Vice Chancellor for Student Affairs
Evan Ashby	M.D.	11	16	Director of University Health Services
William Derrick	M.D.	4½	9	Assistant Director of University Health Services
Mary Shook	R.N.	30	9	Director of Nursing Service
Donna Helseth	M.E.	12	7	Counselor
Archie Ervin	M.A.	4	0	Director of Minority Student Affairs
Dino DiBernardi	M.A.	3	1	Director of Campus Programs
Kathy Pack	M.A.	7	0	Scheduling Officer, Complementary Education

*Includes current year and graduate assistantships.

tutorial program, and a study lab for students who are financially, academically, physically, or culturally disadvantaged. Mini-courses, open to the entire university community, are offered in study skills and personal development areas.

The Office of Career Development and Placement, administratively within the Development and Public Affairs area, provides individual assistance and workshops on life and career planning, resume writing, interviewing, and other job search skills. The Placement Office maintains files of credentials for both current students and alumni who have registered with it. It also maintains a current listing of job openings and provides frequent on-campus interview opportunities for ASU students.

The Counseling and Psychological Services Center, which is accredited by the International Association of Counseling Services, provides a setting where students may benefit from a relationship with a skilled and experienced counselor. Within the context of this confidential relationship, they may discuss questions ranging from those related to educational-vocational decisions to those which are extremely personal in nature. Students may also choose to take a group approach as an alternative to individual discussions. Beginning in 1980-81, the center plans to expand its outreach services to the university community.

The testing section of the Counseling and Psychological Services Center has the responsibility of organizing and administering the individual and group tests for the university community. Available tests include individual intelligence, personality tests, and vocational interest inventories. During 1979-80, the center administered 11,761 tests. Information concerning large group tests such as National Teacher Examinations, Miller Analogies Test, CLEP, and university proficiency tests is also available.

Four full-time and eight quarter-time staff members serve the center in a professional capacity. Eight of the 12 have doctoral degrees and four have master's degrees, each in an appropriate field. The center provided professional services to 620 students in 2,404 counseling sessions in 1979-80. One staff member working one-quarter time provided services to 50 faculty and staff members (183 sessions) through the Employee Assistance Service. An additional 373 persons received other related support services from the center in 1979-80.

The Counseling and Psychological Services Center is seriously understaffed when judged by recognized national criteria for excellence in such programs. An acceptable staffing model would call for one full-time position per thousand students. This would enable the staff to shift more toward a preventive model of mental health services.

3. Extra-Class Activities

The Director of Complementary Education administers extra-class activities. Funding, most of which comes from student activities fees, is adequate to meet the co-curricular needs of the students. Functions characteristic of Complementary Education include the following:

a. Cultural Affairs - Cultural programs are selected by a committee composed of students, faculty, and staff. A faculty member with program experience advises the committee and negotiates contracts for the group. Major lecture and fine arts programs are usually produced in Farthing Auditorium, an 1800-seat facility. Fine arts memberships are usually limited to 1400 (campus and community), leaving 400 seats for those interested in individual programs rather than a series.

Support monies for cultural programs, aside from lectures underwritten by the Office of Academic Affairs, are supplied from student fees distributed by a budget committee composed of students, faculty and staff. Every request for program funds is reviewed with an eye towards its educational impact rather than its mere entertainment appeal. All cultural programs, with the exception of popular programs and Artists and Lecture programs, are offered without charge to both the campus and regional community. Popular programs must be self-supporting through ticket sales; major fine arts programs are underwritten by a combination of student activity funds, season memberships, and box office receipts.

Technical support for all programs is provided by students under the direction of a staff technical services director. This arrangement has reduced production expenses and has provided excellent training for students whose interests lie with technical theater.

b. International programming and foreign student advising - Complementary Education works closely with Academic Affairs in order to broaden the cultural horizons of students through programs and activities that enhance international understanding and intercultural sensitivity. The foreign student advisor offers counsel and assistance to foreign students to facilitate their adjustment to life in a foreign country and within the campus community.

c. Internship experiences - Complementary Education provides internship experiences to foster student initiative, innovation, and application of classroom knowledge through the experiential learning opportunities available throughout Student Affairs.

d. Living/Learning programs - Living/Learning programs seek to foster a program of residence life that operates residence halls as living/learning laboratories, with an emphasis on interpersonal relations, student advising, and educational programming. Classes taught in the residence halls have included photography, guitar, quilting, and gourmet cooking.

e. Religious Ministry - Complementary Education attempts to provide a suitable framework in which the religious bodies of the community and the university may plan and implement opportunities for spiritual growth and development.

f. Social service and volunteer programs - Complementary Education also coordinates volunteer service activities of students and attempts to encourage student groups in their altruistic efforts.

g. Teaching - Complementary Education teaches some courses through dual appointments within a departmentally-based curriculum as well as in nontraditional settings such as living/learning centers and independent study projects.

Clubs and Organizations

A major function of Student Affairs is to serve as an advisor and facilitator for student leadership experiences through ongoing student organization activities. Administered through the Division of Complementary Education, the Club Council, a standing council of the Student Senate, makes recommendations concerning policy relating to student clubs and organizations. The Club Council recognizes four types of clubs and organizations on campus: service, religious, academic, and activity. A description of all clubs and organizations and their regulations, procedures, etc. are stated in the *Procedures Manual: Clubs and Organizations*.

Student Publications

The two major student publications are *The Appalachian*, the newspaper, and *The Rhododendron*, the yearbook. Three area directors within the Division of Complementary Education supervise the functioning of both publications. The Director of Co-Curricular Programs is editorial advisor; Director of Graphics Programs, production/photography/layout design advisor; Associate Director, Division of Complementary Education, financial and personnel matters advisor. The twofold purpose of both publications is to record the activities and life of the campus while providing practical learning experiences for staff members. Details of the operation of each of these publications are provided in *The APPALACHIAN Newspaper Manual: Procedures, Policy, Style* and *The RHODODENDRON Yearbook Manual: Policy and Procedure*.

Other student publications are a literary magazine, *The Cold Mountain Review* and an annual *Cultural Calendar*, published for the first time in 1978. Both are administered through the area directors of the Division of Complementary Education.

4. Student Participation in Institutional Government

Student Government

All undergraduate students at ASU are members of the Student Government Association. The executive branch consists of the following elected officers: president, vice president, secretary, treasurer, attorney general, and the president's cabinet. The legislative power of student government is vested in the Student Senate whose membership is made up of students elected to represent residence halls and off-campus constituencies. The judicial power of student government rests in the Student Court composed of 12 justices and a chief justice selected by the Student Senate.

Student Participation on Boards, Councils, and Committees

Students, upon nomination by the Student Senate, serve on the following standing committees of the university. Names of all student committee members are on file in the Chancellor's office.

Academic Policies and Procedures (four students)
Admissions (three students)
Athletic Council (three students)
Bookstore Council (three students)
Campus-Wide and Public Programs (six students)
Institutional Studies and Planning (four students)
Learning Resources (two students)
Registration and Calendar Committee (two students)
Research Committee (two students)
Traffic Committee (five students)

5. Student Discipline

Judiciary processes are an important function of Student Affairs, which works with student government in carrying out an effective judiciary system for the student body. This creates numerous opportunities for leadership development, assessing value commitments, a clear understanding and respect for the rights of due process, assumption of responsibility and accountability for one's actions, and the redemptive and educational use of appropriate sanctions.

The Judicial System is a branch of the Student Government Association, under the Associate Director of Complementary Education. Although the Judicial System is legally an arm of university government, its authority is gained through the administration from the Board of Trustees and the Board of Governors. Students accused of violations of university regulations have all those rights guaranteed by the United States Constitution, and they may choose to have an open hearing before the Student Court. A complete code of student law may be found in the Student Judiciary Handbook and the Student Rights Handbook.

6. Student Records

Student records are initiated, maintained, and preserved by the Office of the Registrar. Back-up files exist in other offices and much student information is stored in electronic data banks. Microfilm copies of records are kept in a bank vault for security. The university policy on retention and disposal of records provides for the permanent retention of each student's academic record. Other records, such as admissions records and registration records, are kept from three to five years and are then destroyed.

A written policy statement concerning student record inspection and information release is printed in the ASU General Bulletin. This policy complies with the Family Educational Rights and Privacy Act of 1974.

7. Student Financial Aid

The Student Financial Aid Office furnishes some assistance to the majority of Appalachian State University students (Figure 7-3). Every available state, federal, and local source of funds is utilized to the greatest extent possible.

Figure 7-3

STUDENT FINANCIAL ASSISTANCE SUMMARY

Fiscal Year 1975-76 through Fiscal Year 1979-80

TYPE OF AID	1975-1976		1976-1978		1977-1978		1978-1979		1979-1980	
	Number	Amount	Number	Amount	Number	Amount	Number	Amount	Number	Amount
LOANS:										
National Direct Student Loans	727	500,048	720	465,215	799	505,353	800	564,171	688	420,678
Guaranteed Loan Prog.	364	445,968	280	325,127	417	473,416	632	689,967	1191	1,778,515
Student Loans (Emergency)	205	24,350	401	53,708	601	98,947	1180	167,480	1479	193,600
NC Prospective Teachers Schl. Loan	263	185,250	207	256,100	155	114,450	97	81,150	56	48,300
GRANTS:										
Supplemental Ed. Opp. Grants	151	74,158	162	72,338	177	77,889	188	86,490	260	122,179
Basic Ed. Opp. Grants	727	562,636	1218	916,994	1170	915,277	1304	1,033,242	2246	1,968,089
NC Incentive Grants	–	–	–	–	160	84,985	192	87,613	214	112,972
SCHOLARSHIPS:										
Academic Schls.	967	230,255	1044	265,266	900	242,543	1027	286,508	1078	297,534
NC Minority Schls.	–	–	–	–	21	9,000	13	9,000	15	9,000
Athletic Schls.	108	219,831	198	231,129	205	315,076	238	294,778	261	226,759
Outside Schls.	226	126,140	205	83,672	247	132,245	235	135,424	254	122,589
McClure Schls.	3	1,800	3	1,800	3	1,800	5	2,300	4	2,000
ASU Foundation Schls.	–	–	–	–	–	–	65	17,612	60	17,500
ROTC Schls.	–	–	–	–	–	–	9	5,454	13	10,742
Natl. Guard Schls.	–	–	–	–	–	–	22	5,565	29	7,970
Comm. for Blind Schls.	–	–	–	–	–	–	6	6,536	5	2,623
Others	–	–	–	–	–	–	–	–	2	2,488
OTHER:										
College Work-Study Program	591	309,945	611	343,827	544	329,905	563	341,496	622	366,990
Temporary Student Work Program	1333	525,406	1316	667,058	1331	713,156	1263	794,251	1445	1,019,471
Graduate Assistantships	175	359,667	172	410,495	228	391,730	276	484,204	260	466,504
Undergraduate & Graduate Traineeships	219	50,195	275	92,941	350	91,566	350	91,566	82	107,947
Veterans' Benefits	871	2,234,109	756	1,937,189	712	2,111,395	674	1,628,013	642	1,354,893
Vocational Rehabilitation	66	29,637	26	12,916	30	14,886	30	13,777	21	9,333
Spec. Talent & Out-of-State Waivers	105	16,600	–	–	–	–	107	100,780	102	100,780
TOTALS	7101	5,895,995	7594	6,035,775	8050	6,623,619	9276	6,927,382	11,029	8,769,456

As a result of this effort, the office disbursed $8,769,456 to 11,029 recipients in 1979-80. The office staff members spend much time and effort assisting students in planning efficient management of their resources and obligations.

The Financial Aid Office is accountable to the various agencies from which funds are received and to the Vice Chancellor for Student Affairs. All funds are audited annually.

8. Student Housing

The university has 14 residence halls housing some 4,000 students. University housing facilities are operated in a manner which enhances and contributes to the learning program and the general development of the student. Residence halls organize social and recreational events while developmental and educational programs are sponsored by the Residential Programs Office. All events are based on expressed interests and needs of students and are promptly evaluated. The entire housing program is regularly subjected to student evaluation and preferences are used to adjust the operation where possible.

Residence halls are staffed by 101 undergraduate Resident Advisors and 14 graduate student supervisors. All receive a one-week workshop and a course each semester which prepares them for the academic and personal counseling which they are or can be made competent to give. A formal evaluation of each person on the staff is made each semester.

9. Health Services

Appalachian State University's health services seem adequate in the realm of medical services and health records. The health care facility is now being replaced with a new one and the staff is committed to begin a more active preventive medicine and health education program when the new facility is ready. At present, both physicians participate in classes and supply pamphlets on health questions.

Responsibility for environmental health and safety is not well defined. While faculty and staff have protection under the Occupational Safety and Health Act, students receive only the incidental benefits of that effort. Areas of serious need include fire alarms and control equipment, elevators, chemical and radiation hazards, and accident prevention. Coordination with public health agencies is minimal and usually goes through the O.S.H.A. officer rather than the Student Health Service.

10. Athletics

Both intercollegiate and intramural athletics are maintained as an integral part of the university experience and are expected to contribute to the total development of the student. Varsity sports are administered by the Department of Athletics, which operates as a regular department of the university, but because of the nature and wide-reaching effects of its activities, is directly responsible to the Chancellor. Guidelines for the Director and the Chancellor are provided by the Athletic Council, whose membership is made up of representatives of the faculty, student body, administration, and alumni. The Council Chairperson serves as the official faculty representative at Southern Conference and NCAA meetings.

The department is headed by a Director of Athletics with assistant directors having the basic responsibility for women's sports and non-revenue male sports. Both individuals also coach and teach. The ticket manager also serves as head baseball coach and schedules all athletic facilities. Each of the varsity sports has a head coach, but only football and basketball have regular assistant coaches. Other sports have some coaching help from graduate assistants. There is one head trainer and an assistant trainer for all sports.

The Director of Athletics, trainer, and all coaches are regular members of the teaching faculty and have classroom teaching assignments. The Executive Director of the Yosef Club, Sports Information Director, Administrative Assistant, Equipment Manager, and two secretaries are full-time personnel with no teaching duties.

The Department of Athletics' operating budget (funded from guarantees, gate, concessions, T.V., student fees, contributions, etc.) was $842,000 in 1979-80. The proposed budget for 1980-81 was $941,000. Student fees account for approximately 41% of this budget. In addition, salaries for 14 EPA and 14 SPA positions are funded by state appropriations. State appropriated funds used to support the athletic program in this way amounted to $514,316, or 2.3% of total appropriated funds for 1980-81.

The university operates within the rules and regulations of Division I of the NCAA and the Southern Conference for male sports and Division I of the AIAW for female sports. ASU offers 11 varsity sports for men, 11 for women, and one coeducational varsity sport. In 1980-81, approximately 480 students (350 men and 130 women) participated in varsity sports. Figure 7-3 supplies data on the number and amount of athletic scholarships granted from 1975-76 to 1979-80. Academic policies apply equally to athletes and non-athletes.

The Campus Recreation and Intramural Program (Figure 7-4) is a program shared by the Office of Student Affairs and the Department of Health, Physical Education and Recreation. The Director is also a member of the Department of HPER. Most of the funding for the intramural programs comes from student activities fees. The budget for 1979-80, exclusive of salaries for permanent personnel, was $33,837.

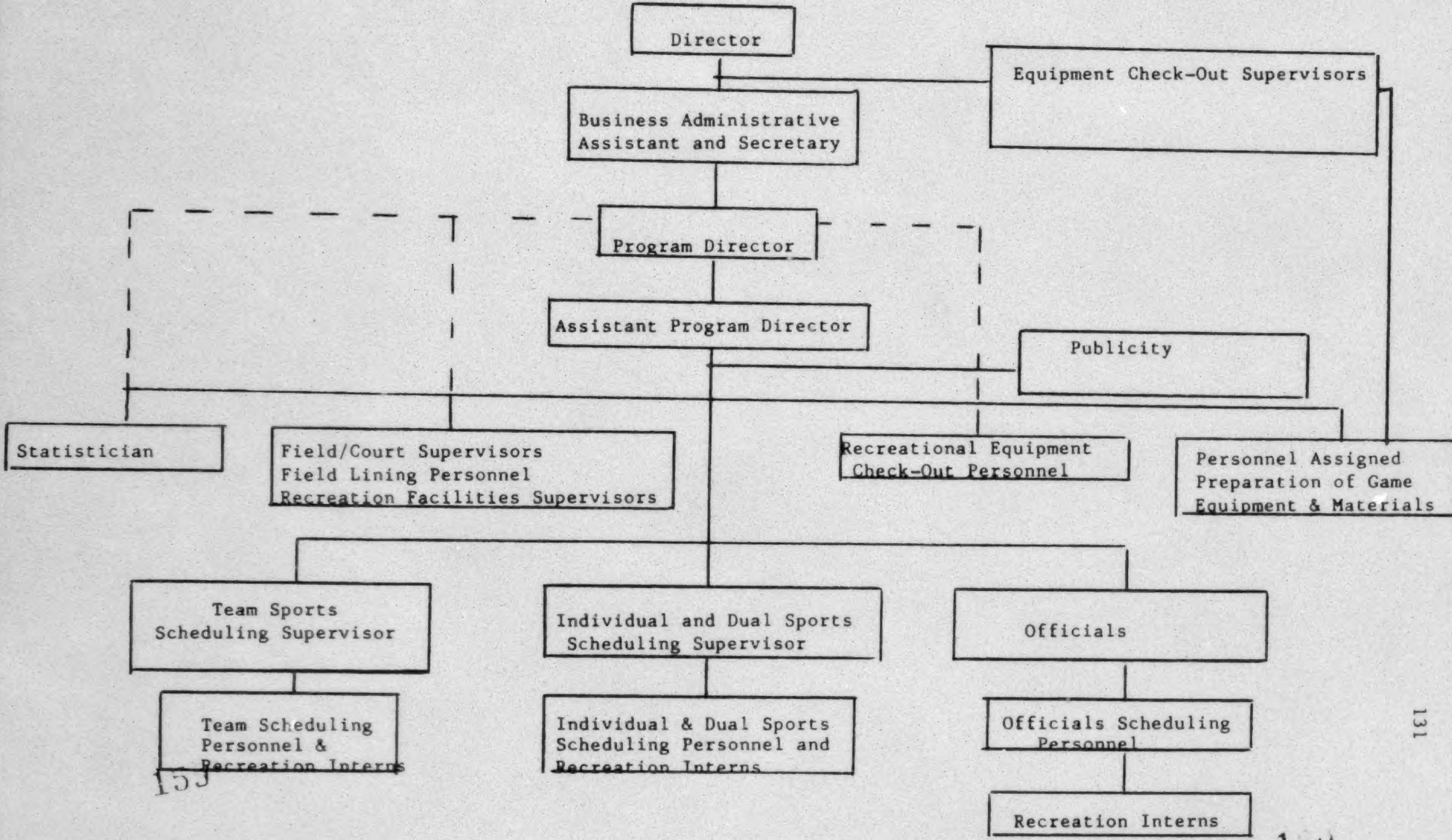
The program provides the opportunity for participation in numerous recreational activities, including football, soccer, handball, volleyball, basketball, softball, tennis, golf, racquetball, horseshoes, cross country, track, wrestling, weight lifting, bowling, table tennis, shuffleboard, badminton, skiing, squash, pocket billiards, swimming and diving, water polo, and fencing. During 1979-80 there were 8,573 participants (5,556 men, 2,496 women, and 521 co-rec.) and 937 teams involved in the structured program. Facilities available for use in the unstructured program include the swimming pool, handball courts, conditioning room, archery range, gymnastics room, and Broome-Kirk Gymnasium. An individual participant count is made during each hour of operation of these facilities. During 1979-80 there were, based on this count, approximately 65,844 participations in the unstructured program.

Figure 7-4

CAMPUS RECREATION AND INTRAMURAL PROGRAM

ORGANIZATIONAL CHART

FOR THE FALL SEMESTER 1979


Director
Equipment Check-Out Supervisors
Business Administrative Assistant and Secretary
Program Director
Assistant Program Director
Publicity
Statistician
Field/Court Supervisors
Field Lining Personnel
Recreation Facilities Supervisors
Recreational Equipment Check-Out Personnel
Personnel Assigned Preparation of Game Equipment & Materials
Team Sports Scheduling Supervisor
Individual and Dual Sports Scheduling Supervisor
Officials
Team Scheduling Personnel & Recreation Interns
Individual & Dual Sports Scheduling Personnel and Recreation Interns
Officials Scheduling Personnel
Recreation Interns

Institutional Sector: PHYSICAL RESOURCES

1. Existing Facilities

Standard Eight of the College Delegate Assembly of the Southern Association requires that "physical resources, including buildings, equipment, and campus, should be adequate to serve the needs of the institution in relation to its stated purpose, programs, and activities."

The existing physical plant of Appalachian State University is located in the town of Boone, North Carolina, on a 255-acre campus which includes all academic buildings, administrative buildings, dormitories, and other structures associated with college campuses (Figure 8-1). In addition to the main facilities on campus, the State Farm, a 193-acre property located about two miles east of the main campus, is gradually being utilized for such support facilities as Warehouse, Building and Grounds shops and offices, Motor Pool, as well as for recreational and educational uses which include playing fields and the Driver-Training Range.

Additional land not directly connected to the main campus includes Tate Dam (50 acres), the water treatment area (81 acres), and about 30 miscellaneous acres. It is not anticipated that any large purchase of land will be necessary in the future, although several small sections of land connected to the main campus have been purchased for specific buildings.

The last self-study report in 1971 indicated that the physical facilities planned would be adequate by 1972 for 7,500 students. Since then the number of students has increased to nearly 10,000. To meet the needs of an increase in the number of students and the changes and developments in academic programs, the following major buildings were added: John Walker Hall (College of Business), Wey Hall (Art and Speech building), Towers Residence Hall, Farthing Auditorium, the Continuing Education Center, and the Mountaineer Apartments. Most recent construction includes an addition to Belk Library, two residence halls for 400 students, and a student support facility. The seating in Conrad Stadium has also been expanded and construction of a new music building is underway.

One problem facing Appalachian State University has been the lack of parking for students, staff, and faculty. In 1979 there were 3,968 parking spaces to accommodate 7,331 registered vehicles. However, there are some indications that the number of vehicles on campus is being stabilized or reduced by the high cost of fuel and the inauguration, on an experimental basis, of a free university bus system.

The water, power, and heating systems of the university are sufficient for the current enrollment, although there are instances of heating problems in some academic buildings and dormitories.

The Appalachian State University campus is somewhat unique in terms of its physical facilities that provide utility services to the academic community. Appalachian owns and operates the electric distribution system for the university, the town of Boone, and the surrounding rural area.

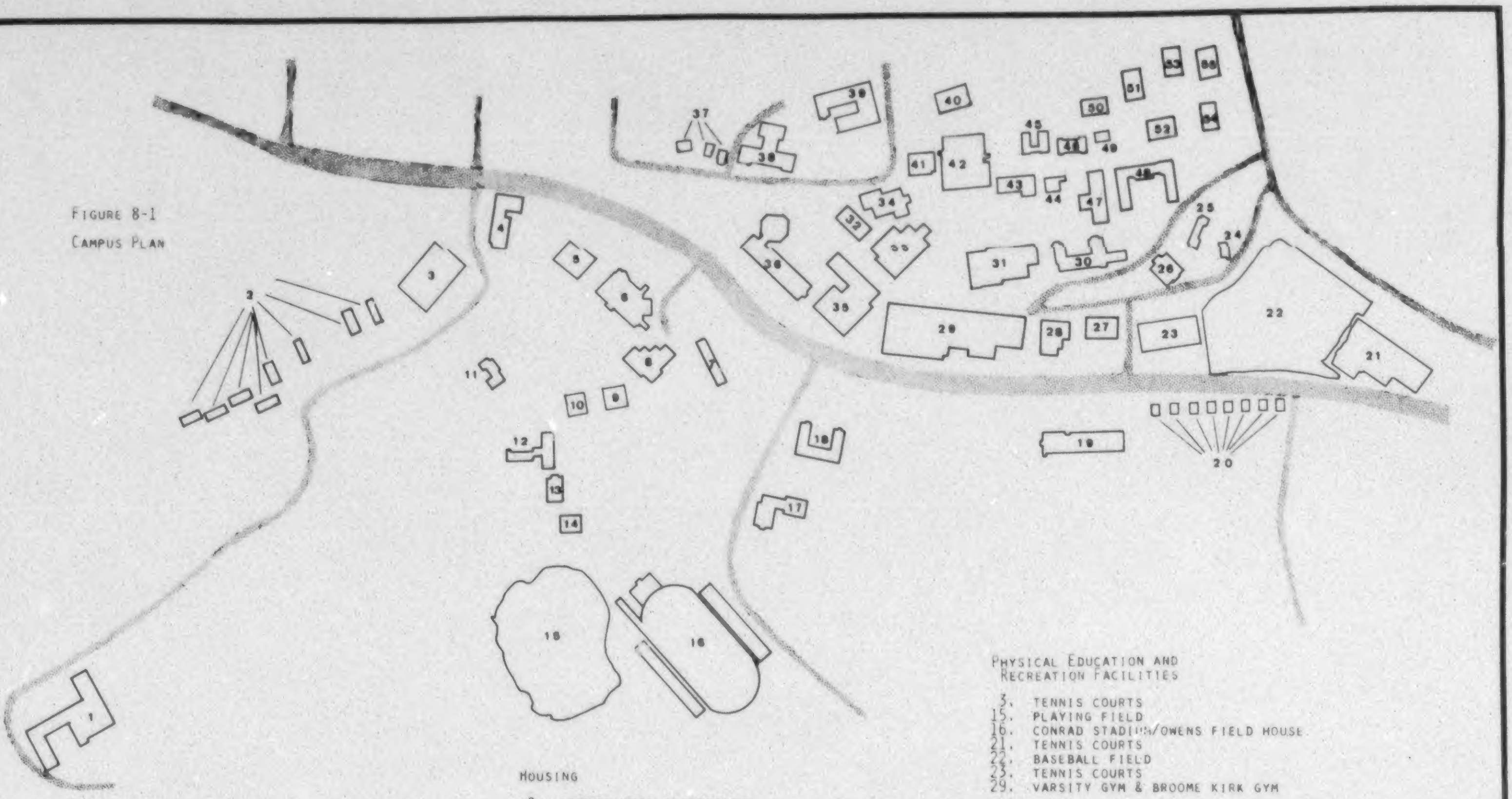


FIGURE 8-1

CAMPUS PLAN

ACADEMIC BUILDINGS

4.	JOHN A. WALKER HALL
5.	MUSIC BUILDING (UNDER CONSTRUCTION)
8.	HERBERT W. WEY HALL
19.	SCOTT INDUSTRIAL ARTS BLDG.
30.	I.G. GREER HALL
32.	SMITH-WRIGHT HALL
33.	BELK LIBRARY
34.	D.D. DOUGHERTY LIBRARY
35.	RANKIN SCIENCE BUILDING
36.	DUNCAN HALL
38.	CHAPELL WILSON
39.	WHITENER HALL
43.	DOUGHERTY HOME ECONOMICS BUILDING
44.	BROCK NURSERY SCHOOL
47.	SANFORD HALL
49.	HOME MANAGEMENT HOUSE

HOUSING

2.	MOUNTAINEER APARTMENTS
7.	NEWLAND RESIDENCE HALL
9.	RESIDENCE HALL
10.	RESIDENCE HALL
11.	CHANCELLOR'S HOUSE
12.	WINKLER RESIDENCE HALL
13.	EGGERS RESIDENCE HALL
14.	BOWIE RESIDENCE HALL
17.	GARDNER & COLTRANE RESIDENCE HALLS
18.	JUSTICE RESIDENCE HALL
20.	FACULTY HOUSES
46.	COFFEY HALL
48.	EAST RESIDENCE HALL
50.	CONE RESIDENCE HALL
51.	WHITE RESIDENCE HALL
52.	LOVILL RESIDENCE HALL
53.	DOUGHTON RESIDENCE HALL
54.	CANNON RESIDENCE HALL
55.	HOEY RESIDENCE HALL

PHYSICAL EDUCATION AND RECREATION FACILITIES

3.	TENNIS COURTS
15.	PLAYING FIELD
16.	CONRAD STADIUM/OWENS FIELD HOUSE
21.	TENNIS COURTS
22.	BASEBALL FIELD
23.	TENNIS COURTS
29.	VARSITY GYM & BROOME KIRK GYM

SUPPORT FACILITIES

1.	CENTER FOR CONTINUING EDUCATION
6.	FARTHING AUDITORIUM
24.	HAGAMAN HALL
25.	ADMINISTRATION BUILDING ANNEX
26.	B. B. DOUGHERTY ADMINISTRATION BLDG.
27.	PURCHASING, SECURITY, LAUNDRY
28.	POWER PLANT
31.	CAFETERIA
37.	ASU DAYCARE, ENVIRONMENT STUDIES OFFICE, COLLEGE OF CONTINUING EDUCATION
40.	STUDENT SUPPORT BUILDING
41.	UNIVERSITY BOOKSTORE
42.	STUDENT UNION
45.	WORKMAN HALL

This operation is carried out under the organization of New River Light and Power Company. Plans for system development were formulated in 1961 and 1969 and analyzed again in early 1975; they were again updated in 1977. The purpose of these system studies was to provide a plan to provide continuous adequate service to the university and New River's customers during the next 10 years.

The university owns and operates a complete water system including impoundment area, filtration facilities, and storage facilities. The university utilizes approximately 1,000,000 gallons of treated water per day from the 2,000,000 gallon capacity system. On occasions the university assists the town of Boone by providing water during emergency conditions. The university utilizes the town of Boone's waste treatment facilities and compensates the town for this service. The university operates a central heating plant that provides steam for the entire campus.

Efforts are being made throughout all state institutions to improve and upgrade the efficient use of present physical facilities (Figure 8-2). For example, information gathered from the Facilities Inventory and Utilization Study for 1977 from the Higher Education Comprehensive Planning Program indicated that the normal ratio of net assignable space to the gross space should be 66.7% (based on a national study). In 1973 Appalachian had a net-to-gross ratio of 66.3%. Through study and recommendations by the Office of Institutional Research, this had been increased to 72% by 1977. It is anticipated that continued research and study will result in even greater improvements in the utilization of instructional space.

The acquisition of equipment for instruction continues to be a major problem for all academic areas. New and replacement equipment can ordinarily be obtained in connection with a capital improvement project, but even in these instances the rapid increase in inflation and construction costs serves to curtail adequate purchases to meet the instructional needs other than ordinary office and classroom furnishings.

On the other hand, some needed equipment has been purchased over the past 10 years from federal funds, private foundations, and from industries. The major problem, as indicated by nearly all academic departments in their annual reports and in their self-studies, is in obtaining sufficient funds to replace worn-out equipment over 10 years old. This is particularly true of large, expensive equipment. This problem has been recognized by the institution and a request has been included in ASU's most recent budget request for $150,000 for each of the two years of the 1981-83 biennium for replacement of educational equipment.

A complete systematic campus-wide inventory of equipment began in June 1980. New acquisitions are already tagged and controlled through a series of computer programs.

Physical Environment

The ASU campus is relatively compact, with most buildings within easy walking distance of each other. Rivers Street is the only thoroughfare which runs directly through the campus. Open spaces such as the duck pond field, Sanford Mall, and other small areas around campus are used for recreational purposes. The area outside of the student union and bookstore, the area in front of the library, and the Sanford Mall fountain area are used for socializing.

Figure 8-2

Physical Facilities Inventory

1978–79

Bldg. No.	Name	Year Constructed*	Building Cost**	Est. Replacement Costs	Accessible Area (Sq. Ft.)	Assignable Area (Sq. Ft.)	Gross Area (Sq. Ft.)
101	Broome Kirk Gym	1955	800,000	3,939,081	9,198	62,238	86,553
102	Chapell Wilson Hall	1938	400,000	1,447,299	13,034	26.952	36,178
103	Edwin Duncan Hall	1965	1.175,000	3,338,721	45,401	61,863	81,837
104	Home Mgt. House	1965	68,000	150,194		3,048	4,437
105	I. G. Greer Hall	1950	565,000	1,828,506	31,907	31,907	45,707
106	D. D. Dougherty Lib.	1935	400,000	1,547,798	13,094	28,145	41,278
107	L. S. Dougherty Hall	1962	310 000	770,111		13,123	20,538
108	L. Brock Chld. Dev. Ctr.	1965	83,000	119,689		2,753	3,051
110	Rankin Science Bldg.	1970	3.530.000	4,690,032	81,535	81,871	92,368
111	Smith Wright Hall	1940	234,000	962,922	4,790	17,351	25,680
112	W. Kerr Scott Hall	1961	691,000	1,479,741		28,241	39,463
113	C. G. Belk Library	1968	1.600,000	3,192,690	65,848	65,978	86,458
114	Whitener Hall	1954	400,000	2,731,839	35,382	50,297	72,855
115	Sanford Classrm. Bldg.	1968	2,057,000	2,744,776	44,939	44,939	73,200
116	Varsity Gymnasium	1968	2,054,000	3,846,162	30,818	78,546	104,154
117	Walker Hall	1975	1,993,000	2,530,142	35,241	35,786	52,225
118	Herbert Wey Hall	1976	2.532,000	2,888,060	43,453	44,046	54,900
201	Physical Serv. Annex	1949	109,000	536,605		20,804	23,040
202	Steam Gen. Plant	1924	1,264,000	6,209,074			14,400
203	Cafeteria	1925	822,000	2,596,709	19,694	47,683	64,316
204	Plemmons Studt. Union	1967	1.395,000	2,005,467	35,966	36,034	49,672
205	Owens Field House	1978	647,000	700,000	2,181	10,478	13,822
206	Conrad Stadium	1979	2,000,000	2,225,000			9,273
207	Hagamann Med. Cntr.	1952	71,000	199,145		4,021	4,973
209	Dougherty Admin. Bldg.	1968	575,000	1,027,201	19,342	19,396	29,026
210	Greenhouse	1978	86,500	92,382		1,654	1,930
212	Administration Annex	1932	115,000	594,842	4,739	11,748	16,400
216	Winkler Hall	1974	1,760,000	2,669,958	2,058	46,795	66,609
220	White House	1930	2,500	85,712		1,872	2,422
221	Brick House	1940	5,000	94,453		2,405	2,669
222	Driver Ed. Bldg.	1930	2,500	43,095		1,370	1,556
223	Facilities Svcs. Bldg.	1975	750,000	952,136	12,603	12,603	13,070
226	Mech. & Elec. Bldg.	1970	18,000	46,164	2,214	2,214	2,421
227	Barn	1945	2,000	23,737		4,563	4,882
228	Driver Training Bldg.	1935	1,000	44,803		1,151	1,266
229	New Barn	1972	5,000	13,415		3,125	3,344
230	Physical Serv. Bldg.	1975	161,000	204,392		22,904	24,422
231	Stone House	1925	15,000	47,746		880	1,349
232	Gragg House	1910	15,000	133,299		2,125	2,512

* Indicates year of most recent major construction.

** Indicates original cost of building plus cost of any major renovations (in excess of $25,000).

Figure 6-2 (cont'd)

1978–79

Physical Facilities Inventory

Bldg. No.	Name	Year Constructed*	Building Cost**	Est. Replacement Costs	Accessible Area (Sq. Ft.)	Assignable Area (Sq. Ft.)	Gross Area (Sq. Ft.)
233	Tully House	1935	20,000	49,829		1,413	1,570
234	Croft House	1933	20,000	91,341		1,685	2,540
235	University Bookstore	1969	400,000	673,903	17,881	17,881	19.040
236	Chemical Storage	1977	50,000	57,031	1,023	1,023	1.100
301	Chancellor's Home	1957	96,000	300,000		4,096	5,461
302	Bowie Hall	1966	781,000	2,108,568	5.976	33,705	54,384
303	Justice Hall	1952	737,000	2,507,885		38,025	62,116
304	Newland Hall	1939	103,000	948,050		14,124	21,860
305	Gardner Hall	1968	834,000	2,042,062		32,515	51,794
306	Coltrane Hall	1968	885,000	2,196,732		36,428	53,582
307	Doughton Hall	1963	737,000	1,982,939		37,928	49,114
308	East Hall	1952	1.450,000	3.109,177		55,707	78,828
309	Hoey Hall	1966	712,000	1,819,261		37,235	46,060
310	Lovill Hall	1966	712,000	1,986,412		30,869	49,200
312	White Hall	1966	712,000	1,921,314		35,454	46.617
313	Workman Hall	1940	266,000	660,635		12,562	17,890
314	Cannon Hall	1968	941,000	2,337,827		39,429	58,803
315	Cone Hall	1968	941,000	2,337,827		39,438	58,803
316	Faculty Apartments	1953	286,000	856,801		20,423	24,760
317	Faculty House 1	1940	8,000	71,978		1,523	2,080
318	Faculty House 2	1940	8,000	71,978		1,523	2,080
319	Faculty House 3	1940	8,000	71,978		1,523	2,080
320	Faculty House 4	1940	8,000	71,978		1,523	2,080
321	Faculty House 5	1940	8,000	71,978		1,523	2,080
322	Faculty House 6	1940	8,000	71,978		1,523	2,080
323	Faculty House 7	1940	8,000	71,978		1,523	2,080
324	Faculty House 8	1940	8,000	71,978		1,523	2,080
325	Faculty House 9	1940	8,000	71,978		1,523	2,080
326	Faculty House 10	1940	8,000	61,872		1,281	1,788
327	Faculty House 11	1940	8,000	61,872		1,281	1,788
328	Faculty House 12	1940	8,000	61,872		1,281	1,788
329	Faculty House 13	1940	8,000	61,872		1,281	1,788
330	Warehouse	1969	104,000	257,724		7,064	7,863
331	Eggers Hall	1970	1.150,000	2,330,440	5,850	34,613	57,721
340	Farthing Aud.	1974	1,850,000	2,909,809		31,969	43,343
350	Mountaineer Apt. A	1973	215,000	310,038		7,770	9,375
351	Mountaineer Apt. B	1973	215,000	310,038		7,770	9,375
352	Mountaineer Apt. C	1973	215,000	310,038		7,770	9,375
353	Mountaineer Apt. D	1973	215,000	310,038		7,770	9,375
354	Mountaineer Apt. E	1973	215,000	310,038		6,005	9,375
355	Mountaineer Apt. F	1973	215,000	310,038		6,790	9,375
356	Mountaineer Apt. G	1973	215,000	310,038		6,790	9,375
357	Mountaineer Apt. H	1973	215,000	310,038		6,790	9,375
401	Continuing Ed. Center	1973	2,340,000	3,374,363	30,262	55,194	84,655

* Indicates year of most recent major construction.

** Original cost of building plus cost of any major renovations (in excess of $25,000).

Aesthetic improvements which have been made in the last few years include the renovation of the duck pond and construction of the Sanford Mall fountain. Also red handrails have been added to provide color and safety. Additional funds for landscaping and upgrading campus facilities and further removal of architectural barriers have been requested for 1981-83.

Community Resources

Not all instruction sponsored by Appalachian State University takes place on campus. The university also provides extension courses, as well as off-campus experiences for its students in residence. Such instruction, involving the use of community resources and facilities of other institutions, includes:

a. off-campus extension courses
Appalachian utilizes the physical facilities of at least seven community colleges and technical schools, and an uncounted number of public schools as physical meeting places. The use of these facilities brings activities closer to the people who need them.

b. internships, practica, student teaching
These activities almost always take place within regional facilities such as schools, businesses, and hospitals. These meet the criteria of effectiveness and accessibility in that they take the theory of the campus out into the practicality of the community.

c. field trips
In most departments, field trips are taken in nearby communities. These trips are designed to supplement more formal campus courses and other educational activities.

d. using off-campus community resources as classrooms
These run the gamut from an anthropological dig location to a ski slope. Appalachian traditionally has used what is available to create classroom situations of a nontraditional nature.

e. teaching centers
Appalachian has established teaching centers in Charlotte, Lenoir, Winston-Salem, and Wilkes County, and uses many state-supported facilities in Morganton.

f. New York Campus
The university maintains part of a renovated warehouse in lower Manhattan. Called the "Loft," the facility is staffed by an art faculty member and serves as a base for student groups visiting artists' studios and galleries, as well as other cultural and educational attractions. Maintenance at the Loft is difficult because of its current physical appointments.

g. Washington Campus

Appalachian House is maintained in Washington, D.C. Located near the Library of Congress, the Washington campus permits students and faculty to take advantage of research and study opportunities available in this area. The Appalachian House is in good physical condition, although some concern has been expressed over the unequal heating and air conditioning.

h. Camp Broadstone

This 43-acre facility features playfields, dormitories, and a cafeteria and is used by the Office of Camp Programs. Additional dormitories and multipurpose classrooms are needed.

i. Environmental Study Preserve

Adjacent to the Continuing Education Center are 70 acres of land set aside as an ecological preserve for environmental studies. Its operation is overseen by a faculty environmental committee.

2. Plant Development

Appalachian State University maintains an up-to-date conceptual land use plan in all areas of the physical plant to ensure its orderly growth and development. Since 1957 Appalachian has retained the services of outside consulting firms to assist with long-range campus planning. The firm of James M. Webb Associates of Chapel Hill, North Carolina, was initially retained and developed the first comprehensive long-range physical plan in 1959. This plan was utilized in the first major redevelopment efforts for physical facilities on the campus. In 1969 this same consulting firm, utilizing planning data furnished by university committees and the administration, developed a second plan called "Campus Plan: 10,000." This plan, intended to make provisions for an on-campus enrollment of 10,000, guided further development of the campus through 1977.

Since then the university has retained the firm of Bell Design Group of Raleigh, North Carolina, as its consulting professional for further campus planning. The planning approach now taken is geared to accommodate less growth in enrollment but continued expansion of facilities to serve needs created by previous growth and new emphases in program development.

According to ASU's "Interim Master Plan for Physical Development" (June 1978), planning for future development will be based on three factors:

1. the number of students enrolled;
2. the changing nature of academic programs and the specific spatial needs they create;
3. the importance of enriching the quality of student life in the areas of housing, support facilities, and recreational and leisure-time activity facilities.

Since 1978 the soaring cost of energy, as well as inflation in general, have resulted in increased emphasis upon energy conservation and maintenace and renovation of existing facilities.

On the basis of all of these considerations, the ASU Board of Trustees has recommended the following capital improvement projects for 1981-83:

Projects Related to Energy Conservation

1. Energy Conservation Cost-Effective Building Retrofitting
2. Renovation to Whitener Hall for Energy Conservation and Control
3. Campus Communications Facility
4. Energy Management System
5. Construction and Repair of Walks and Drives
6. Protective Cover for Water Plant Basin
7. Boone Creek Flood Control Development
8. Comprehensive Map of Campus Utilities
9. Emergency Power Service for ASU
10. Facilities to Accomplish EPA

Repairs and Renovations

1. Roof Replacements
2. Renovation of I.G. Greer
3. Renovation of Dougherty Library
4. Completion of Balcony in Varsity Gym

New Facilities

1. Industrial Arts Building Addition
2. Walker Hall Addition
3. PE, Recreation and Intramural Building
4. General Classroom Building

3. Maintenance

The level of maintenance and operation of the physical plant is gradually declining. Although the majority of the buildings are in average condition, inadequate maintenance is reflected in the existence of unrepaired electrical fixtures, ceilings damaged by water leakage, peeling or dirty paint, broken sidewalks, crumbling brick work, inadequate snow removal, etc. Inadequate numbers of maintenance personnel and funds for materials account for these deteriorating conditions.

As Figure 4-10 of the Financial Resources report indicates, expenditures for Operation and Maintenance have not increased appreciably over the period from 1974 to 1979:

1974-75	1975-76	1976-77	1977-78	1978-79
$3,010,292	$2,204,188	$2,286,157	$2,719,642	$3,616,295

Likewise, the number of budgeted permanent positions in Maintenance has remained relatively constant (although these figures are not entirely consistent owing to organizational changes in 1976-77):

1974-75	1975-76	1976-77	1977-78	1978-79
161	158	158	159	166

Standards developed by the Association of Physical Plant Administrators of Universities and Colleges provide guidelines for staffing the maintenance and operation of physical plants. Appalachian State University falls significantly below the minimal guidelines. Deficiencies range from 50% in the skills shops areas to 32% in the grounds maintenance area. Given its responsibility to maintain a campus area of 255 acres with buildings representing 2.3 million square feet, the Physical Plant Division estimates that it needs an additional 33 maintenance and operation personnel.

With the continuous expansion of the physical plant, it became obvious some time ago that the size and complexity of the campus required positive changes in the physical services organization. Two concerns addressed were the number of technicians and other employees required to perform needed maintenance services and the need to enhance the university's senior professional technical staff.

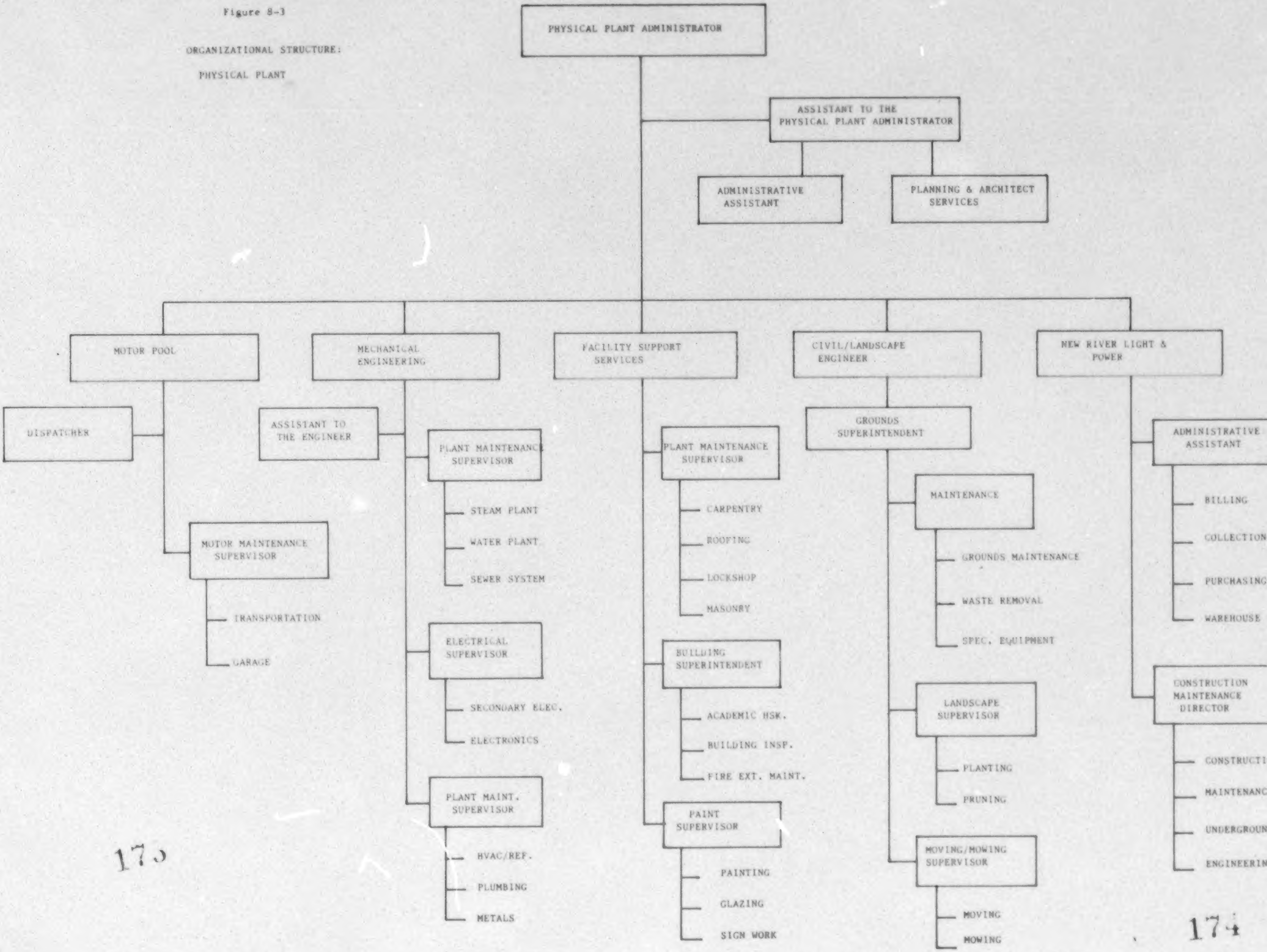
As a result of these concerns, an improved organizational structure for the Physical Plant operation was implemented in January 1978 (Figure 8-3). A staff of engineers, technicians, craftsmen, and employees trained to perform the maintenance and operation functions required to operate the total facility is maintained. This organizational structure, along with the performance of the entire Physical Plant staff, is evaluated on a continuing basis through the normal activities of the university administration. In addition, each staff member has an annual interview with his/her supervisor during which a form is filled out evaluating the performance of the employee. This evaluation procedure emphasizes a management-by-objectives approach.

Insurance for facilities belonging to Appalachian State University is provided by The University of North Carolina, which is self-insured.

Figure 8-3

ORGANIZATIONAL STRUCTURE:

PHYSICAL PLANT


PHYSICAL PLANT ADMINISTRATOR
ASSISTANT TO THE PHYSICAL PLANT ADMINISTRATOR
ADMINISTRATIVE ASSISTANT
PLANNING & ARCHITECT SERVICES
MOTOR POOL
DISPATCHER
MOTOR MAINTENANCE SUPERVISOR
TRANSPORTATION
GARAGE
MECHANICAL ENGINEERING
ASSISTANT TO THE ENGINEER
PLANT MAINTENANCE SUPERVISOR
STEAM PLANT
WATER PLANT
SEWER SYSTEM
ELECTRICAL SUPERVISOR
SECONDARY ELEC.
ELECTRONICS
PLANT MAINT. SUPERVISOR
HVAC/REF.
PLUMBING
METALS
FACILITY SUPPORT SERVICES
PLANT MAINTENANCE SUPERVISOR
CARPENTRY
ROOFING
LOCKSHOP
MASONRY
BUILDING SUPERINTENDENT
ACADEMIC HSK.
BUILDING INSP.
FIRE EXT. MAINT.
PAINT SUPERVISOR
PAINTING
GLAZING
SIGN WORK
CIVIL/LANDSCAPE ENGINEER
GROUNDS SUPERINTENDENT
MAINTENANCE
GROUNDS MAINTENANCE
WASTE REMOVAL
SPEC. EQUIPMENT
LANDSCAPE SUPERVISOR
PLANTING
PRUNING
MOVING/MOWING SUPERVISOR
MOVING
MOWING
NEW RIVER LIGHT & POWER
ADMINISTRATIVE ASSISTANT
BILLING
COLLECTION
PURCHASING
WAREHOUSE
CONSTRUCTION MAINTENANCE DIRECTOR
CONSTRUCTI
MAINTENANC
UNDERGROUN
ENGINEERIN

Institutional Sector: SPECIAL ACTIVITIES

Appalachian State University provides regional outreach programming and continuing education programming to meet the diversified educational needs of the many constituencies which call upon the institution for services. In the institutional statement of purpose, Appalachian State University pledges "to make its resources available to the people within its sphere of influence."

1. Administration and Organization

The College of Continuing Education (Figure 9-1) was organized in 1972 to implement this outreach effort and provide educational opportunities to individuals not previously considered "traditional" college students. All of the divisions of the College of Continuing Education are discussed in this report except the Office of Summer Sessions, which is described in the Educational Program report.

The Dean of the College of Continuing Education has been charged as the responsible administrative officer for the organizational structure and administrative processes related to special activities. All policies and regulations affecting special activities are formulated by the dean with the assistance of campus-wide advisory groups. The dean reports directly to the Vice Chancellor for Academic Affairs and occupies a position comparable to the deans of the degree-granting colleges within the organizational structure of the university.

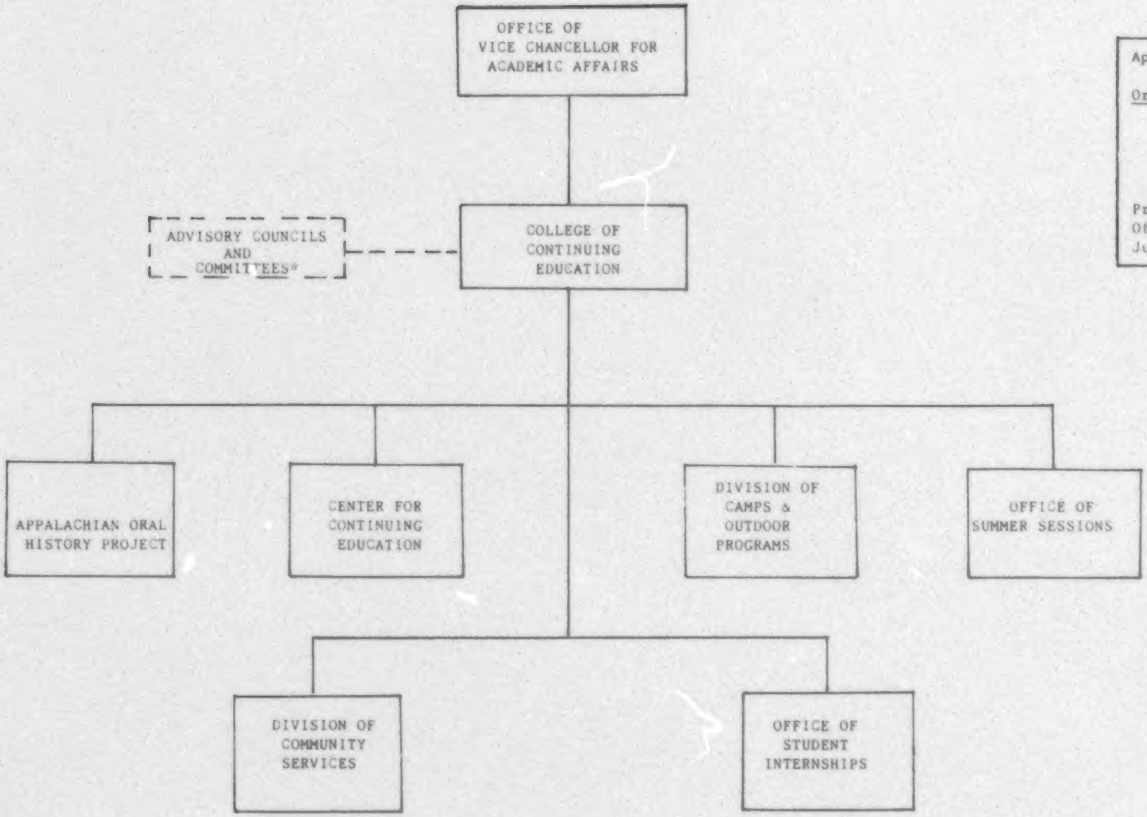
2. Financial Resources

The College of Continuing Education operates under a clearly identified budget on a fiscal year basis. The dean of the college is responsible for budget preparation and management in accordance with the prescribed fiscal policies and procedures established by the state of North Carolina and ASU's Office of Business Affairs. Special activities are determined on the basis of the university's educational mission rather than solely on the basis of the program's being self-sufficient. State funding support is provided to the college for certain staff and administrative positions, but this support does not provide sufficient personnel to administer the extensive programs of the college. Consequently, there are staff and administrative positions in the college supported by receipts. Since funding formulas based on full-time equivalent students are not used by the state of North Carolina to fund instructional support for special activities, a receipts-generated budget is utilized to provide instructional support funds for special activities.

3. Faculty

The College of Continuing Education does not have full-time faculty employed to conduct credit or non-credit programs. Instruction for such programs is the responsibility of the academic departments of the university. All faculty teaching in such programs must meet the

Figure 9-1


OFFICE OF VICE CHANCELLOR FOR ACADEMIC AFFAIRS
ADVISORY COUNCILS AND COMMITTEES*
COLLEGE OF CONTINUING EDUCATION
APPALACHIAN ORAL HISTORY PROJECT
CENTER FOR CONTINUING EDUCATION
DIVISION OF CAMPS & OUTDOOR PROGRAMS
OFFICE OF SUMMER SESSIONS
DIVISION OF COMMUNITY SERVICES
OFFICE OF STUDENT INTERNSHIPS

Appalachian State University

Organization for Administration

CONTINUING EDUCATION

1980-81

Prepared by:
Office of Institutional Research
July, 1980

*C.E.U. COUNCIL
COLLEGE COUNCIL

criteria established for faculty appointments in the academic departments and be reviewed by the departmental personnel committees in the departments. All academic credit awarded through special activities programming is awarded by the academic departments and not by the College of Continuing Education. Policies regarding overloads and compensation for part-time, adjunct, and full-time faculty members from other units of the institution assigned to special activities programs are included in the Manual for Field-Based Programs as approved by the Dean of the College of Continuing Education and the Vice Chancellor for Academic Affairs.

4. Students

Policies and procedures have been developed and implemented to assist special activities students with admissions, registration, and records. These policies and procedures are designed to provide these necessary services to students who are involved in special activities and do not have easy access to the resources of the campus. One of the major responsibilities of the Division of Community Services is to provide administrative assistance to students participating in off-campus programs throughout northwestern North Carolina.

5. Special Activities Programming

To provide comprehensive special activities programming, the College of Continuing Education has been organized into the following divisions and offices:

Division of Community Services: Off-Campus Programming (Standard 9, Illustration 9)

The Division of Community Services was established in 1976 by merging the Office of Extension and the Division of Community and Regional Services. The division is charged with the responsibility of expanding the availability of university resources and services to people in the community and region through non-credit classes, courses, and programs; individual credit courses; and the more recent cluster concept of credit course delivery.

The division is the coordinating agency for delivery of all off-campus programs. In its role as coordinator, the division works cooperatively with all colleges, divisions, and departments of the university. It also acts as a sponsor and participant in consortial arrangements with other institutions and agencies in service-oriented projects.

The university utilizes three major approaches to deliver field-based activities: the cluster, the individual credit course, and the non-credit activity. The cluster is designed to provide a pre-determined group of students the opportunity to pursue a complete degree program during a specified period of time by completing a prescribed curriculum of study common to the entire group. The "cluster" concept of program delivery has become the most prominent method used to offer field-based courses. Presently, approximately 75% of the credit hours administered through the division are delivered utilizing the cluster format. An individual course is a single course taken for academic credit at either the undergraduate or graduate level by field-based students. A non-credit program is interest oriented, varies in length, content, and type and is designed to meet the needs of the individuals or groups requesting the program.

In each of the delivery approaches, requests for university services initiated by the community are referred to the Division of Community Services. The division will then contact the college or department housing the discipline appropriate to the requested program. The program must be approved by the academic department, the dean of the degree-granting college, and the Division of Community Services.

The responsibility for program content, program staffing, student evaluation, and the awarding of academic credit remains with the appropriate college and academic department. In the cluster program, the department also appoints an academic coordinator to provide academic advisement in each cluster. In individual courses, advisement is the responsibility of the instructor. Administrative support for these programs remains the responsibility of the division, to include: promotion and program development, facilities scheduling, initial student admissions processing, student registration, fiscal accounting and maintenance of financial records, faculty contract and payroll preparation.

If not previously authorized, any proposal for a field-based degree program (cluster) must be submitted to the President of The University of North Carolina for approval. Prior to offering individual courses off-campus, the institution must ascertain whether comparable program offerings are being made available in that region by any other constituent institution of The University of North Carolina. These procedures are designed to ensure a more efficient use of resources in off-campus instruction by preventing an unnecessary duplication of effort. The University of North Carolina maintains and updates annually an *Inventory of Off-Campus Degree Credit Extension Instruction Activities*.

To accomplish its assigned responsibilities, the division has both state-appropriated and receipt-funded personnel positions. When the division was organized initial program expansion required a staffing level greater than is now necessary. Consequently, the staff has been cut substantially during the past two years as enrollments have stabilized and administrative procedures were refined. The advent of computer-assisted registration processes has led to increased efficiency.

Faculty evaluation of off-campus courses has been positive. Students are considered to be equal in preparation, ability, and achievement to traditional resident students. Students' maturity and their opportunity to relate course material immediately to their job setting are considered strengths. Program weaknesses include lengthy class periods, utilization of some off-campus facilities that are marginally adequate, and less access to the library and learning resource materials than resident students.

Regarding library access, the Division of Community Services and the Dean of Learning Resources have developed and implemented a program whereby faculty instructing field-based courses can place learning resource materials from Belk Library on reserve at the off-campus locations where field-based courses are conducted.

Six semester hours of instruction are usually offered per semester to field-based students. Full-time university faculty teach the majority of field-based courses on an overload basis, and are permitted to teach only one overload per semester. Adjunct faculty teaching in field-based courses must be approved to teach by the department offering the course. This approval process is consistent with the approval process used when employing full-time resident faculty. If an adjunct faculty member is employed to teach a graduate course, the faculty member must also be approved by the Graduate Council. Payment schedules for off-campus teaching are described in the Manual for Field-Based Programs.

During the period of growth following the consolidation of the Office of Extension and the Division of Community and Regional Services, there was confusion about the Division of Community Services' role and the distribution of financial resources for which the division was responsible. The preparation and dissemination of the Manual for Field-Based Programs has clarified the role of the division, deans, department chairpersons, and faculty members as they relate to off-campus programs. A detailed description of financial management and disbursement of receipted funds has been incorporated into the manual.

Figure 9-2 provides a summary of enrollment figures for off-campus courses from 1973 to 1980. It indicates that enrollment reached a high of 1667 in fall, 1975 and declined to 690 by fall, 1980.

Figure 9-2

HEADCOUNT ENROLLMENT IN OFF-CAMPUS COURSES
Fall, 1973 through Fall, 1980

YEAR	TOTAL	UNDERGRADUATE		GRADUATE	
		Full-Time	Part-Time	Full-Time	Part-Time
1973	898	-0-	145	55	698
1974	1426	-0-	145	141	1140
1975	1667	4	240	38	1385
1976	1408	13	383	35	977
1977	853	25	304	4	520
1978	702	76	250	1	375
1979	937	36	270	-0-	631
1980	690	18	270	-0-	402

This general decline in enrollment was due to the following factors:

1. Public school teachers in North Carolina can now satisfy certificate renewal requirements without taking graduate courses.

2. Administrative problems between the Division of Community Services and academic departments offering a large number of off-campus courses caused those departments to decrease their number of offerings.

3. Increased competition from other institutions resulted in a decrease in the size of the region ASU previously served.

4. There was an increase in the number of hours degree-seeking students in field-based clusters now pursue on campus to satisfy their residency requirements.

Only item 2 above could be immediately dealt with on the local level and, as previously discussed, this has been rectified. Each of the colleges is represented in field-based programming. However, the majority of programming continues to be conducted by the College of Learning and Human Development.

The major problem in field-based delivery continues to be the requirement to generate instructional salaries through receipts. The lack of full-time-equivalency funding for field-based programs holds faculty salaries down. Salary increases can only be obtained by increasing the already high per-credit-hour tuition cost.

Field-based programs are evaluated according to the normal evaluation procedures of the university. Most recently some programs were evaluated by means of questionnaires administered to faculty teaching in field-based programs. Others have been evaluated as a part of a more general evaluation of the graduate program.

The Broyhill Center for Continuing Education: Conferences and Institutes, CEUs (Illustrations 10 and 5)

The Center for Continuing Education was opened in January 1973 as a self-contained living/learning center designed to provide educational facilities necessary to accommodate the needs of adult groups for conferences, workshops and seminars. The center contains approximately 75,000 square feet with 20 multi-purpose rooms (including a small auditorium), a library, and exhibition areas. It provides complete living accommodations for guests, with 84 bedrooms, a spacious dining hall, and a lounge. The center can accommodate conferences hosting as many as 400 participants.

The Broyhill Center was initially funded by contributions, government grants, and self-liquidating bonds. Unlike many continuing education centers constructed across the nation during the 1960s and 1970s, the Broyhill Center did not open its doors enjoying debt-free status. Rather the center, operating mainly on receipt-generated budgets, was required to retire its indebtedness. The urgency of this situation had a direct effect on the center's programming in that the type of program offered needed to ensure an adequate occupancy rate for the housing and food service component of the facility.

During the initial years of operation the center did not meet its budget requirements and received assistance from the Appalachian State University Foundation and the university, which assisted with payment of utility bills. The state of North Carolina now provides approximately $286,000 per year for program activities, personnel, supplies, and equipment. Each year the number of conferences and participants has increased. In 1979 the center hosted 559 groups or programs, involving more than 30,000 people.

There are seven administrative support personnel funded from the state appropriation. In addition, 26 permanent positions are funded from receipts, as are approximately 30 temporary positions. The number of temporary personnel funded from receipts varies seasonally, 30 positions representing an annual average.

The center is located on the west campus of the university on a site apart from the main campus. There are both positive and negative aspects about the site location. On the one hand, students and faculty consider the site not part of the campus and thus physically and psychologically removed from the mainstream of campus life. On the other hand, many conference participants consider this location conducive to the conduct of conferences in the light of the center's self-contained nature. Personnel at the center have made an effort to involve students and faculty in center activities, and have had partial success in overcoming perceptions of isolation. It should also be noted that much of the future physical plant expansion at ASU will take place on the west campus, placing academic and residence facilities in proximity to the center.

The registrar at the Center for Continuing Education is responsible for maintenance of student records for programs awarding Continuing Education Units of credit. All institutional policies and procedures related to CEU's are described in the manual Procedures for Implementing the Continuing Education Unit: Appalachian State University. This manual, describing the program review responsibilities of the CEU Advisory Committee chaired by the Director of the Center for Continuing Education, has been distributed in multiple copies to all academic departments and university administrative offices. Consistent with Standard IX, one CEU at Appalachian State University is defined as "ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction."

Appalachian Oral History Project

The Appalachian Oral History Project is a multi-institutional program designed to collect and catalog Appalachian culture and heritage from the period 1900 to the present. This effort is directed to fostering a deeper understanding and appreciation of the folk traditions, music, tales, history, and culture of the Appalachian region. The project is staffed by a one-half time faculty member, who also holds a half-time teaching position in the Department of Political Science, and one full-time staff member. The project utilizes work-study students and local citizens from the community to conduct oral history interviews, taping, and transcribing. Transcriptions of interviews are currently housed in the Appalachian Collection in Belk Library.

The Oral History Project has also been deeply involved in the development and coordination of the Watauga County Spring Festival conducted on the ASU campus over a two-day period each year. The project, in cooperation with the Department of Educational Media, conducts the New River Media Gathering hosted by ASU.

The Exhibits Program is a project funded by the National Endowment for the Humanities. The program is staffed by one full-time administrator and work-study student personnel. The Exhibits Program, with the cooperation of academic departments on campus, designs, constructs, and distributes educational exhibits to schools and public buildings throughout Watauga and adjoining counties. Additional exhibits have been developed by this project through funds awarded by the Sea Grant Program, coordinated by North Carolina State University. Current NEH funding expires in 1981. Additional funding is currently being investigated.

The Student Internships Office

The Student Internships Office maintains relations with about 250 individual private and public agencies for the placement of student interns. The Director of Student Internships has the responsibility for establishing and coordinating internships and observing the student interns in the field. Each internship includes both a work and an academic component. Approximately 600 students participate in the program annually and receive credit for their activities with the approval of the appropriate academic department.

Division of Camps and Outdoor Programs

The Division of Camps and Outdoor Programs is comprised of the Office of University Camp Programs, Camp Broadstone, the Office of Environmental Studies, and the Wilderness Center. The purpose of the division is to provide non-credit programs for persons under 18 years of age to include youth programs, youth summer conferences, outdoor adventure programs, and environmental programs. The position of the Director of Camps and Outdoor Programs and one secretarial position are funded by state appropriations. The Director of the Wilderness Center, the Director of Camp Broadstone, and one part-time secretarial position are funded from program receipts. The position of Director of Environmental Studies is a state-appropriated position presently vacant. This position cannot be filled during the current state budget "freeze."

The Director of the Division of Camps and Outdoor Programs is directly responsible for the administration of the total division and also serves in the role of Director of the Office of University Camp Programs. This dual responsibility for overall division administration as well as programming responsibility for camp programs has proved satisfactory to date. However, as overall programming for the four areas of the division increases, it will be necessary to separate these responsibilities and provide a position for a full-time director of the Office of University Camp Programs. The initial funding for this position would most likely be from receipts.

The responsibilities of each office of the division are as follows:

a. Office of University Camp Programs. This office is responsible for development, coordination, and implementation of non-credit educational and recreational youth programs conducted on campus during the summer sessions. This office was organized in 1973 and was intended to provide all appropriate university resources to youth over an extended program format. This format established programming for a group not previously served by the university and permitted the university to maintain a significant occupancy rate for food services and dormitory facilities consistent with academic year usage. A meager beginning in 1973 provided programs for 460 participants. The remaining six years witnessed exponential growth to 5,000 participants in 31 programs representing a receipts-generated supplemental gross revenue of $355,500.00. Some examples of programs offered include camps for men's and women's basketball, men's football, women's field hockey, men's wrestling, a Weight Watchers International Camp, a Youth Conservation Corps Camp, cheerleading clinics, and high school band clinics.

b. Camp Broadstone. This is a 53-acre outdoor educational/recreational facility located in Valle Crucis, approximately eight miles from the main campus. Facilities at the camp consist of 12 buildings, including three bunk houses capable of housing 70 persons and a main lodge with a kitchen and main dining area that can accommodate 150 people. The Director of Camp Broadstone is responsible for the development, administration, and implementation of outdoor adventure programs at the facility. These programs are designed and conducted for youth from public schools, churches, nature museums, and other youth organizations. Additional responsibilities of the director include meeting program logistical support requirements and camp physical plant maintenance. The director supervises a part-time camp staff during the fall, winter, and spring months. During the summer months, Camp Broadstone, in cooperation with the Department of Special Education, conducts an eight-week enrichment camp for gifted and talented students from grades five through eight. In 1978-79, 67 groups totaling 3,703 participants were involved in programs at Camp Broadstone. The Summer Enrichment Program for the same year provided programming for 280 persons.

c. Wilderness Center. The Wilderness Center provides leadership and instruction to groups organized for experiential education in the wilderness setting of Watauga and surrounding counties. To accomplish this purpose, the center has qualified outdoor experiential education personnel to conduct expeditions as well as all necessary equipment to support such expeditions.

During the fall of 1979, a Wilderness Center director was employed to function in three major areas of university experiential education programs. The director contributes one-third time to the General College to instruct Project Summit courses, one-third time in Health, Physical Education and Recreation to conduct outdoorsmanship instruction, and one-third time to the administration and management of the Wilderness Center. This split-time arrangement for the person directing the Wilderness Center is less than ideal. Owing to limited time, programming from the Wilderness Center has reached a steady state. To increase programming and take additional advantage of the natural setting of Appalachian State University, the Director of the Wilderness Center needs to be allocated a full-time position. In 1978, the Wilderness Center provided programs for 893 persons.

d. Office of Environmental Studies. This office is responsible for implementing Appalachian State University's environmental efforts directed to the regional populace and local educational agencies. To accomplish this purpose, in 1978 the office operated a regional Environmental Education Center that provided a traveling exhibit program to public schools (21,500 students served), a publication entitled Interdisciplinary Teaching Materials and Resource Guide (3,000 distribution), a publication entitled The Outdoor Classroom (3,000 distribution), and an instructional materials loan program that includes para-curricular materials, audio-visual materials, and scientific testing equipment (5,000 teachers and students).

This office also provided environmental education field services to 29 school and community groups totaling 1,300 people. This effort was implemented at Camp Broadstone and at the Environmental Studies Area, an 80-acre preserve located on the west campus adjacent to the Center for Continuing Education.

In May 1979 the director of this office resigned. A state budget "freeze" on personnel hiring has precluded attempts to fill this position. The services of the Office of Environmental Studies expanded rapidly after this office was established. If the significant efforts of this office are to be continued, a director is needed as soon as possible.

6. Credit for Experiential Learning (Illustration 6)

In 1976-77 an ad hoc committee of faculty, administration, and one student was appointed to examine and make recommendations concerning a policy for awarding credit for prior non-college-based learning. In 1977 the committee recommended the adoption of such a policy, with the following provisions:

1. Credit is to be awarded for college-level learning derived from experience or non-college-based instruction rather than for experience per se. The quality of the learning must be equivalent to a college grade of "C".

2. Learning for which credit is sought must be related to the student's degree program (i.e., general college requirements, major requirements, or certification requirements).

3. The area(s) of learning for which credit is awarded need not duplicate courses listed in the catalog, but it must represent disciplines taught within the university and subject matter fields in which there is available faculty expertise.

4. Assessment of prior learning should commence after the student has been admitted to the university.

The procedure recommended included initial contact with a designated official in the College of Continuing Education, who would direct the student to a counselor who could make contact with the appropriate academic department. The department chairperson would then identify an appropriate faculty member to work with the student. The committee recommended that "the faculty member to whom the student is assigned will have the responsibility to decide what specific learning shall be assessed, how it shall be documented, and the amount and level of credit which is to be recommended." The faculty member's recommendations would be subject to the approval of the department chairperson.

The College of Continuing Education has since begun to implement this policy with a few students on an experimental basis. Counseling and contact with the academic departments are being provided by the General College. An appropriate fee schedule has not yet been developed.

7. Regional Service Bureaus and Centers

There are several programs at Appalachian State University, housed in a variety of administrative units, which are designed to serve the needs of the people of the region. These include:

> The Appalachian Regional Bureau of Government. This bureau provides training, research, and information for local government officials in the region. Training programs sponsored by the bureau have been in the areas of law enforcement, budgeting, financial and personnel management, affirmative action, land use planning, tourism, historic preservation, community appearance, and environmental concerns. Since its foundation in 1972, the bureau has conducted some 225 training courses and sessions attended by over 10,000 local, regional, and state government employees. The bureau is administratively housed in the Department of Political Science/Criminal Justice, but its full and part-time staff is composed of faculty members representing seven academic disciplines.
>
> The Bureau of Economic and Business Research. This bureau coordinates and directs faculty research and service activities, giving special consideration to projects designed to promote the economic development of northwestern North Carolina. Bureau services are available to new or established businesses, industry, and government.

The Center for Appalachian Studies. Through development of programs and projects in such areas as the Appalachian region's arts, public policy, and social and cultural issues, the Center for Appalachian Studies assists in the enhancement, clarification, and evaluation of regional concerns. The center also coordinates undergraduate and graduate degree programs in Appalachian Studies.

The Center for Community Education. Housed in the Department of Administration, Supervision and Higher Education, this center disseminates information about community education; provides consultant services and technical assistance to communities and agencies interested in implementing or expanding community education efforts; offers training through pre-service, in-service, academic and non-academic workshops and institutes; and offers evaluation and assessment services to assist in the improvement of community education programs and processes.

The Center for Developmental Education. This center is the hub of a regional consortium of educational institutions that offer or want to develop or improve programs in developmental studies, especially in the areas of communications and mathematics. Developmental studies are those efforts which identify and help post-secondary students who need "catch-up" work in academic skills areas.

The Center for Management Development. This center is sponsored by the College of Business to extend the educational capabilities of the college and its faculty to persons in business, industry, and other organizations. Programs offered by the center vary widely and are designed to meet the practical needs of working people. A major objective of the center's programs is to identify and meet the educational and training needs of individuals and organizations within the general service area of the university. Specific programs can be designed for managers and personnel at any organizational level.

The Center for the Study of Private Enterprise. A major function of this center is to further the understanding of our economic system through organized educational programs, such as in-service training programs in economics for social science and business education teachers in the public schools and extended programs for employees of interested firms in the region. The center serves as a vehicle for bringing together business and academic leaders to share ideas and perspectives on the American enterprise system.

8. On-Campus Programs (Illustration 11)

See Section 4 of Educational Program report for reference to special summer sessions programs. Illustrations 7 and 8 do not apply to special activities at ASU.

Institutional Sector: GRADUATE PROGRAM

1. Administrative Organization

The Dean of the Graduate School is directly responsible to the Vice Chancellor for Academic Affairs. Because of the nature of this office, the Dean of the Graduate School is an academic leader rather than an executive with reference to the graduate faculty, but an administrator with reference to graduate students. The dean serves as chairperson of the Graduate Council, prepares agenda for the meetings of the council, and gives leadership to it. The Graduate Dean serves, ex officio, as a member of the Academic Policies and Procedures Committee, the Council on Teacher Education, and the Council of Deans, and shares in the recruitment of faculty, thereby helping to determine the quality of the staff that teaches in the graduate curricula. The Graduate Dean and the Graduate Council help develop the curricula for graduate students and establish policies governing student recruitment, selection, and retention. A detailed description of the Graduate Dean's responsibilities is provided in the Faculty Handbook and the Graduate School Manual of Policies and Procedures.

The Assistant Dean of the Graduate School assists the Graduate Dean in administering the Graduate School's programs and policies. The specific duties are outlined in the Graduate School Manual of Policies and Procedures.

The Graduate Council works cooperatively with the Graduate Dean in developing policies relevant to graduate admissions, degree requirements, curriculum, new degree programs, students, and faculty. The 23-member council meets monthly and is chaired by the Graduate Dean, who may vote only to break a tie. Elected members include the Chairperson of the Graduate Faculty; two graduate faculty members and one graduate advisor from each of the four degree-granting colleges; and one graduate student from the Graduate Student Association. Ex-officio voting members include the Vice Chancellor for Academic Affairs or his/her associate; the deans of each of the four degree-granting colleges and the College of Continuing Education; the Assistant Dean of the Graduate School; and the Registrar or his/her associate.

In accordance with a policy adopted in 1978, every graduate program must be reviewed every five years by a committee composed of departmental faculty and faculty from outside the department. The process involves completion of questionnaires by faculty, students, and graduate alumni; data from the Graduate School; an interview with selected graduate faculty, students, and alumni; and an evaluation prepared by the Departmental Review Committee. Results of the evaluation are shared with the Graduate Council and transmitted to the Vice Chancellor for Academic Affairs. Since this is an internal evaluation, the departments are the primary beneficiaries. Thus far, the following programs have been reviewed: Business; Health, Physical Education and Recreation; History; Industrial Arts; Psychology; Administration, Supervision and Higher Education; Mathematical Sciences; Geography; and Sociology.

2. Faculty

The graduate faculty consists of those members of the general faculty who have responsibility for and who work in the graduate programs of the university. To be eligible for full membership in the graduate faculty of Appalachian State University, one should hold the rank of associate professor or professor.

It is recognized, however, that circumstances will arise in which it will be advantageous to the university to have persons who are not full members of the graduate faculty teach or advise in the graduate programs. For example, a person who is not a member of the regular faculty might be appointed to teach in the summer sessions or in field-based and continuing education programs. There are instances, too, in which junior members of the faculty may contribute much to the graduate program. To allow for these contributions, associate membership in the graduate faculty was created. To be eligible for associate membership in the graduate faculty, one must:

1. Meet the qualifications stated in the Faculty Handbook for the rank of assistant professor,
2. Have produced some creative work, professional writing, or research, and,
3. Have active membership in professional societies.

Appointments to associate membership in the graduate faculty are made for specified time periods, the maximum time period being three years from the date of appointment with the possibility of renewal by the Graduate Council. Following three years of unusually successful graduate instruction, an assistant professor may be eligible for full membership. A copy of the application form for membership can be found in Appendix 1 of the Graduate School Manual.

Appointments to full or associate membership in the graduate faculty are made by the Dean of the Graduate School after a candidate is approved by the Graduate Council. The Graduate Council receives recommendations from department chairpersons and the dean of the college concerned.

The qualifications for membership in the graduate faculty must be met whether the individual teaches on-campus or off-campus. In those instances where time will not permit the full sequence of recommendations and approvals outlined above, the Dean of the Graduate School, with the advice of the department chairperson, is authorized to appoint qualified persons to the graduate faculty for one semester only. In order to continue on the graduate faculty, such a professor must be approved by the Graduate Council prior to a second appointment.

The graduate faculty meets at least once each year. It elects annually a chairperson, vice-chairperson, and a secretary. Meetings are called by the chairperson, who prepares the agenda and presides.

The graduate faculty in January 1980 consisted of 334 full and associate members, 290 (or 87%) of whom possessed the doctorate. Approximately 90% of all graduate faculty possessed the terminal degree usual in their disciplines. This represents a 36% increase in terminally qualified faculty since 1970. A complete list of the graduate faculty, with degrees, is provided in the Graduate School catalog.

The university research budget offers support for faculty research by funding small grants for supplies and equipment used in the conduct of research. In addition, the Graduate School provides limited clerical assistance in the typing of manuscripts and supports page cost requests for faculty research accepted and ready for publication. Several summer research grants, funded as salary continuations, are also awarded annually. The University Research Committee reviews applications for these grants and makes recommendations to the Dean of the Graduate School. The budget for 1980-81 provided for the following amounts:

$10,000	small research grants
5,000	page costs and manuscript services
10,000	summer salary continuation
$25,000	

A policy of providing released time for research was initiated in 1981. For the 1981 spring semester, funds in the amount of $27,300 were made available to the four degree-granting colleges and the General College. These funds were to be used to employ graduate assistants or part-time faculty so that designated faculty members might have the opportunity to engage in research activities as part of their respective assigned workloads.

Although no separate quantified study has been done on graduate faculty research, the issue is addressed in the departmental graduate program reviews begun in 1978-79. The overall faculty research effort and support for research are discussed in the Faculty report and the Research report of the self-study. The Faculty report also discusses opportunities for continuing education, leaves of absence, and off-campus scholarly assignments.

3. Students

Students are admitted to the Graduate School unconditionally, on a provisional basis, and on a "high risk" basis. To be eligible for unconditional approval the following requirements must be met:

1. Applicant must be a graduate of an accredited college or university and have on file in the Graduate Office an official transcript.
2. Applicant must submit a score on the aptitude section of the Graduate Record Examination. Applicants for the College of Business must submit scores from the Graduate Management Admission Test. Applicants for the Department of Psychology must also submit a score on the advanced section of the Graduate Record Examination.
3. Applicant must have satisfactory references from at least three persons.
4. Applicant must hold or be eligible to hold a teaching certificate in his/her chosen field if planning to apply for graduate certification.
5. Applicant must be approved by Admissions Committee in the program in which he/she plans to major.

A student who does not have all the prerequisites for admission or who has deficiencies, but is otherwise admissible, may enter on a provisional basis. For example, a student wanting to major in history without an undergraduate major in history would be admitted provisionally. He/she would work on his/her undergraduate deficiencies and then begin graduate study.

A student who does not meet the minimum standards of a department but who is judged to have academic or professional potential may be admitted as a "high risk" student. A "high risk" student must maintain a 3.20 grade point average on at least eight hours of work during the first semester of residence in order to be eligible for admission to candidacy and to continue in graduate school.

Applicants for admission to the specialist degree program must hold a master's degree from an accredited institution, submit a score from the Graduate Record Examination, have satisfactory references from at least three persons, and be approved by the admissions committee of the program in which he/she plans to major.

As Figure 10-1 indicates, the number of resident students enrolled in the graduate program has been stable and increased sharply in the fall of 1980. However, field-based enrollment has fluctuated from year to year.

Figure 10-1

GRADUATE ENROLLMENT HISTORY, 1976-80

Headcount Enrollment	Fall 1976	Fall 1977	Fall 1978	Fall 1979	Fall 1980
Resident	950	924	940	964	1141
Field-Based	1012	524	376	631	402
Total	1962	1448	1316	1595	1543

4. Instructional Program

The master's and specialist degree programs offered by ASU are listed in the Graduate School catalog and in the Graduate School Manual of Policies and Procedures. Most graduate programs are built on the base of a previously existing undergraduate program. The exceptions are those offered by the Department of Administration, Supervision and Higher Education and the Department of Counselor Education and Research, which are by their nature graduate-level programs.

The Appalachian Studies program is a multi-disciplinary graduate program recently introduced at ASU. The university is particularly well-equipped to support this program. ASU faculty have been among the leaders in the development of serious regional scholarship and research. They have been involved in the formation of the Appalachian Regional Commission, the Appalachian Consortium, and the Appalachian Studies Conference.

They have initiated or made important contributions to numerous Appalachian symposia, workshops, and conferences. During the 1977-78 academic year, ASU faculty gave 43 speeches, read 18 papers at professional meetings, published 12 articles and two poems, and edited or wrote five books on the Appalachian region. In addition, 38 faculty attended Appalachia-related conferences; 19 led or participated in workshops; one wrote, produced, and directed a play for children that toured the region; and another wrote a syndicated newspaper column on mountain folklore.

The Appalachian Journal and the North Carolina Folklore Journal were edited by three ASU faculty members; 15 faculty have served on editorial boards of journals. The new Center for Appalachian Studies in the first six months of its existence brought to campus leading scholars of the region for the improvement and development of a variety of programs, projects, and cultural activities.

Over the past seven years, the Appalachian Collection of Appalachian State University's Belk Library has become one of the largest special collections in the United States dealing with the Southern Appalachian region.

The basic and most important units in determining the Graduate School curriculum are the academic departments. Any proposal for changes in a department's courses or programs must first be acted upon by the department before being submitted to the college advisory council. If approved at the college level, the changes must be approved by the Council on Teacher Education (if certification is involved), the Graduate Council, the Academic Policies and Procedures Committee, the Vice Chancellor for Academic Affairs, and (in some circumstances) the Chancellor. The procedure for the initiation of new degree programs is described in the Educational Program report.

General requirements and procedures for pursuit and fulfillment of the master's degree and the specialist's degree are printed in the Graduate School catalog, as well as in the Graduate School Manual of Policies and Procedures.

A graduate student, with the recommendation of his/her advisory committee, may take a limited number of hours in courses numbered 3000-4499. Courses designated 4500 to 5000 are open to both undergraduate and graduate students. However, at least 20 semester hours of the total offered for the master's degree must be courses numbered 5000 and above. The distinction between undergraduate and graduate courses is maintained not only by the numbering system, but also by means of the following characteristics:

1. The expectation of a higher level of academic performance in graduate courses, made possible by the more rigorous selection of students and the more extensive background knowledge possessed by the students.
2. A deeper exploration of subject matter made possible by the specialized knowledge of a separately-designated Graduate Faculty.
3. More individual attention from the professor because of smaller classes.

4. More emphasis upon the student's doing individual study and research.

Satisfactory progress towards a degree involves the filing of a program of study, completion of a bibliography and research course, a 3.00 average, admission to candidacy, and completion of the program outlined by the student's advisory committee. Students are reviewed periodically by the advisory committee and the Office of Graduate Records. All candidates for the master's degree must take a comprehensive examination during the last semester of their program. Figure 10-2 provides a summary of graduate degrees awarded from 1975-76 through 1979-80. A more complete listing by program can be found in the ASU Fact Book.

Figure 10-2

GRADUATE DEGREES AWARDED, 1975-1980

Degree	1975-76	1976-77	1977-78	1978-79	1979-80
Master of Arts, Teaching	462	631	743	497	365
Master of Arts, Non-Teaching	29	55	65	85	68
Master of Science	0	1	3	6	9
Master of Business Administration	-	-	6	24	21
Education Specialist	61	149	32	56	59
Science Specialist	1	2	1	0	1
Certificate of Advanced Study	1	1	0	0	3
Total	554	839	850	668	526

5. Nontraditional External Off-Campus Graduate Instruction

Two options are available for earning the master's degree and specialist's degree: on-campus and field-based instruction. The field-based degree option is designed to accommodate qualified persons whose personal situations and work commitments make it impossible for them to update their professional credentials or work toward a master's or specialist's degree as resident students. The field-based programs available at the graduate level are listed in the Graduate School Manual of Policies and Procedures.

Requirements for off-campus students are essentially the same as for on-campus students with the following exceptions: students may take a total of 26 hours off-campus in a 36-hour program (at least 10 hours of residency must be earned); and off-campus students may transfer in 12 hours in a 36-hour program. A more detailed discussion of the field-based program may be found in the Special Activities report.

6. Library

Belk Library contains 397,000 volumes, 5,201 serials, 50 newspapers, and 300,000 items on microfilm. Although no systematic review has been made for each graduate field or program, the library possesses most basic references, bibliographic and monographic works, as well as the major journal and serial sets for the disciplines in which graduate work is offered. The adequacy of the collection for student and graduate research in all disciplines may be questioned. The termination of state equalization funds in 1979-80 has made it more difficult for the library to keep pace with future needs of the graduate program.

The library has a well-qualified staff, possesses research guides, and provides inter-library loan services. The recent addition to the library has doubled usable floor space to 132,000 square feet. Approximately 60 study carrels are available for faculty and student use. More detailed information on the library may be found in the Library report.

7. Financial Resources

Funds for graduate assistantships come from the following sources: Instructional budget, Business Affairs budget, Student Affairs budget, Public Affairs budget, Athletics, and grants. The Graduate Assistantship budget for 1979-80 was $402,435 from state appropriated funds, supplemented by additional monies from other sources. This represents a 100% increase since 1975 and demonstrates a substantial commitment to graduate students. Individual stipends range from $1,600 to $3,600, depending upon the duties associated with the assistantship. All graduate programs have at least one assistantship allocated to them. In addition to assistantships, the Graduate School allocates $6,000 in fellowship funds and $7,200 in scholarship funds to graduate students. And $1,000 is provided for teaching awards for graduate teaching assistants.

The Office of Computer and Management Services provides support for teaching and research. Keypunch machines, located in the basement of Whitener Hall, are available to faculty and students, along with instructional materials on how to use the machines. Facilities for the preparation and submission of jobs, retrieval of printed output, computer manuals, and consulting services are also provided in Whitener Hall. In addition to these facilities, various departments provide terminals for their faculty and students.

Since virtually all of the funds for the graduate program come from state appropriations, the Graduate School enjoys stability of funding. However, in a period of tightening budgets, the state is increasingly reluctant to approve new programs which require additional funding. This will continue to limit the number of new graduate programs being inaugurated.

Institutional Sector: RESEARCH

Research efforts at Appalachian State University have increased over the last two decades. At present, the faculty produces about one research publication per three faculty members per year (Figure 11-1). Some research receives outside funding, some receives internal support through released time, small grants, and summer salary continuations, but most research is supported primarily through commitments of personal time and resources by individual faculty members.

Five general guidelines for research are outlined by the Southern Association:

1. Policies relative to research should insure conformity of research to the stated purposes of the institution.
2. Policies relative to research should provide an appropriate balance between research and instruction.
3. Policies relative to research should guarantee control of administration of research by the institution.
4. The investigators' freedom in research should be preserved.
5. The institution should not depend on research monies for support of its regular operating budget.

Guideline 1. (Standard 11, Illustration 1)

With regard to internally supported research, the University Research Committee requires that research proposals for which it recommends funding be appropriate to the discipline of the originating faculty member, and that the methodology and plans for dissemination of the findings be designed in accord with accepted procedures in that discipline.

Proposals for outside funding which are submitted through the Office of Grants Planning undergo an internal screening process to determine, among other things, whether the proposals conform to the specific purpose and mission of the university and how they will impact the university. If a proposal passes this initial screening, it is then circulated to a variety of officials for their review and signatures -- e.g., the appropriate department chairperson, the appropriate dean, the Vice Chancellor for Academic Affairs, the Grants Fiscal Officer, and the Vice Chancellor for Business Affairs.

Research projects involving the use of human subjects must be approved by the University Research Committee's subcommittee on the Protection of Human Subjects. Any proposals involving an impact on the community or region must be reviewed by state and local councils of government. Finally, the Office of Grants Planning seeks the advice of the College Liaison Committee, composed of the assistant deans of the various colleges. This committee reviews proposals coming through Grants Planning and suggests those which ought to be strengthened or encouraged and advises on what directions are best suited to the university.

The University of North Carolina has established the following requirements with respect to research: (1) adequate budgetary support, both direct and indirect, must be provided by the funding agency, and no unauthorized obligations or commitments shall be assumed by the institution; (2) all research programs and projects must be compatible with the overall mission of The University and of the institution and its instructional programs; (3) all projects and proposals must be consistent with University policies and regulations in any pertinent area; and (4) all research projects must be subject to full disclosure with respect to purpose and sponsorship.

Guideline 2. (Illustration 3)

No specific section of the Faculty Handbook addresses the question of balance between instruction and research. However, some sections may be discussed in relation to this guideline. It must be realized that Guideline 2 is open to interpretation in that there is no specification as to what an "appropriate" balance between research and instruction might be.

Policies supportive of research may be found throughout the Faculty Handbook. For example:

1. Chapter III, Sections II.A and III.A indicate that ASU supports and encourages research;
2. Chapter III, Section IV.B indicates that research may be important as a criterion for appointment to the various academic ranks;
3. Chapter III, Section IV.D suggests that criteria for selection and evaluation of faculty members should include "evidence... of a continuing interest and effort in professional growth through study, research, writing and participation in the activities of learned societies and professional organizations"; and
4. Chapter IV indicates that one of the responsibilities of department chairpersons is to "endeavor to reduce faculty work loads."

In contrast to these supportive statements, a few sections of the Faculty Handbook contain policies that seem contradictory to the stated policy of support for research. For example, Chapter V describes faculty work loads. A full load includes 12 lecture hours per week or an "equivalent" up to 24 hours a week, plus a share of student advising and committee work. In addition, each faculty member is expected to maintain 10 office hours per week. Thus, for example, if a faculty member were to spend two hours out of class in preparation and grading for each hour in class, plus only five hours per week for committee work and other university responsibilities, and 10 hours for student advising and office hours, he/she would spend 51 hours per week fulfilling these duties.

Because of the work load described above, there does not appear to be an appropriate balance between instruction and research at ASU. The only way to attain a balance is to grant released time for research, a policy which was introduced in 1980-81. Other opportunities for released time are provided through the mechanism of the Off-Campus Scholarly Assignment, which requires that other members of a department assume the teaching responsibilities of their absent colleague, or the Leave of Absence. These policies are described more fully in the Faculty report. During the five years between 1975 and 1980, there has been an annual average of six semester-long Off-Campus Scholarly Assignments and six Leaves of Absence.

Professional ethics are described in Chapter III, Section XVII of the Faculty Handbook. Here the Handbook notes that "since faculty members are encouraged to engage in professional activities such as research and writing for publication within the area of their specialization, normally these activities will not be considered outside activities. However, when a faculty member devotes a large amount of time to activities not directly related to his or her duties to the university, the question of abrogation of commitment arises." Since contracts generally discuss duties such as teaching responsibilities and do not specifically mention research, situations have developed where research activities were considered by a departmental personnel committee or department chairperson to involve an "abrogation of commitment."

Guideline 3. (Illustration 2)

No stated policies clearly guarantee control of administration of research by the university. However, two offices and the associated administrators are directed in part towards the administration of research and research monies. These include the Office of University Grants Planning and the Office of the Controller. In addition, the University Research Committee recommends guidelines for university supported research. However, in general, administration of research is carried out by individual principal investigators involved in the research.

Guideline 4. (Illustration 6)

No stated policies of ASU except those relating to violations of law inhibit freedom in research. Specifically, Chapter III, Sections II and III of the Faculty Handbook state the need for academic freedom and the fact that ASU supports and encourages full freedom in research.

Guideline 5. (Illustration 2)

ASU does not depend on research monies for support of its regular operating budget.

Encouragement of Research at Appalachian State University. (Illustrations 4 & 5)

In both 1967 and 1969 the North Carolina General Assembly enacted legislation for the state's regional universities, including Appalachian, which mentioned research as one of their purposes. For example, the 1969 act directed the regional universities to "provide for research in the liberal arts and sciences, pure and applied." More recently, The University of North Carolina's Long-Range Planning, 1980-85, while stressing the importance of organized research programs for institutions with first professional and doctoral level graduate programs, acknowledged the complementary nature of teaching and research for all universities. Specifically, the document encouraged constituent institutions "to develop and expand...faculty development and in-service programs designed to improve research skills."

ASU's statement of purpose pledges it "to advance the frontiers of knowledge through research." The importance of research to the university is also revealed in several sections of the Faculty Handbook. Chapter III, Section II.A notes that "Appalachian State University is dedicated to the transmission and advancement of knowledge and understanding....This institution therefore supports and encourages freedom of inquiry for faculty members and students, to the end that they may responsibly pursue these goals through...research...." Other sections that reflect this conformity include Section II.B, Sections III.A and B, Section IV.B (describing academic ranks), Section IV.D, Section XI, and Section XVII.

Duties of some administrative positions also include responsibilities for support or encouragement of research. These administrative positions include the Vice Chancellor for Academic Affairs, the college deans, the department chairpersons, the Dean of the Graduate School, the Dean of Learning Resources, the Director of the Office of Grants Planning, the Director of the Office of Computer and Management Services, the Vice Chancellor for Business Affairs, the University Controller, and the Vice Chancellor for Development and Public Affairs.

The University Research Committee seeks to stimulate, encourage, and support research activities among all segments of the university faculty. Each year the university allocates a limited amount of funds to support faculty research activities, and it is the responsibility of the University Research Committee to solicit and evaluate research proposals from the faculty and make recommendations to the Dean of the Graduate School regarding the funding of these proposals. Proposals must include the definition of a research project appropriate to the applicant's discipline, and the methodology and plans for dissemination of findings should be in accord with accepted procedures in that discipline. The proposal must conform to the following fiscal requirements and limitations:

1. Funds may be used to purchase supplies, equipment, and processing services only.
2. Funds may not be used for travel expenses.
3. Funds may not be used for personnel services.
4. Funds can be expended only during the fiscal year for which the project is approved.
5. Projects which are proprietary in nature will not be funded.
6. Past recipients who have failed to submit an end-of-year report will not be considered.
7. Graduate theses are not eligible for funding.
8. Instructional projects are not eligible for funding.
9. Members of the University Research Committee cannot apply for a research grant.
10. All items purchased remain the property of ASU.

Procurement requests are prepared by the researcher in the normal manner, but instead of going through the department head and dean are sent directly to the Graduate School, which assigns a budget number and forwards the request to purchasing. A limited amount of funds is allocated to support page costs resulting from faculty research accepted and ready for publication. Requests for page costs are reviewed by the University Research Committee throughout the year.

A policy of providing released time for research was initiated in 1981. For the 1981 spring semester, funds in the amount of $27,300 were made available to the four degree-granting colleges and the General College. These funds were to be used to employ graduate assistants or part-time faculty so that designated faculty members might have the opportunity to engage in research activities as part of their respective assigned workloads.

The university also provides salary continuation grants of approximately $1500 each for summer research, based upon the recommendations of the University Research Committee. To be eligible, a faculty member must be on a nine-month contract and be on campus to work on the project (but not necessarily complete it) between the end of the spring semester and June 30. During the summer of 1978, three such grants were provided and six were awarded for the summer of 1979.

The Grants Planning Office assists faculty in obtaining resources from outside agencies for sponsored programs for instruction, service, and research activities. More specifically, the office initiates and maintains contacts with various funding organizations and government agencies and personnel, provides materials and information resources relative to the seeking of external funds, and provides personnel and support services to assist in the preparation of proposals. Grants Planning distributes a weekly newsletter to acquaint the faculty and administration with funding opportunities.

The Grants Fiscal Officer of the Special Funds Accounting section of the Controller's Office acts, when requested, as the intermediary between the granting agency and the individual grantee. He/she is responsible for receiving and disbursing grant funds channeled through the university and reviews each project to see that it is being administered fiscally in compliance with the project guidelines. He/she reports to both the grantee and the granting agency. All purchasing procedures follow regular university policy unless otherwise directed by the terms of the grant.

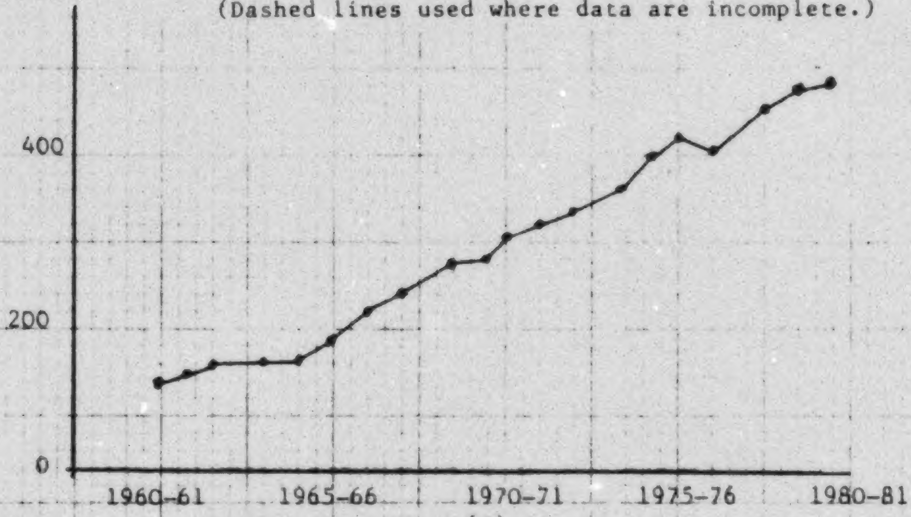
The Present Status of Research at ASU.

The status of research and present support for research at ASU may be measured in various ways. Figures 11-1 through 11-5 are designed to reflect changes in research and research support over the last two decades and to reveal the present status of research at ASU. Figure 11-1a shows the change in the number of teaching faculty at ASU since 1960. Figures 11-1b and 11-1c use research publications as a measure of research, and Figure 11-1c reveals that the number of publications per faculty member per year has changed from a low of 0.05 in 1960 to a value of 0.36 in 1978.

Figure 11-I

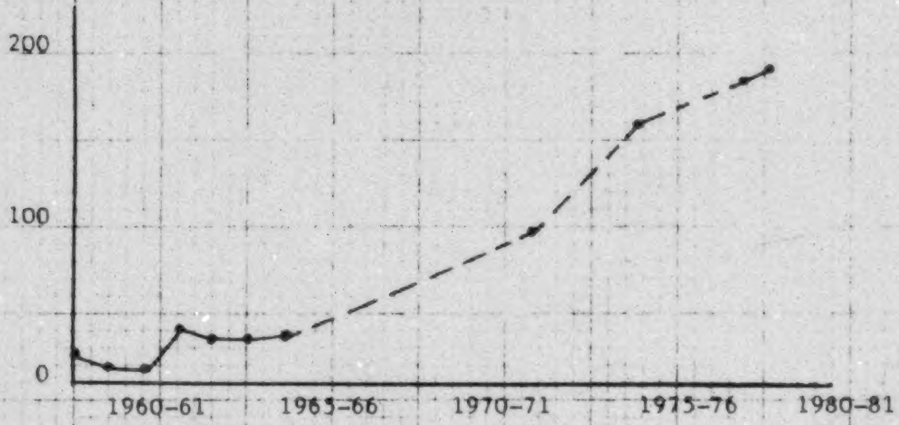
FACULTY RESEARCH PRODUCTIVITY, 1960-1980

(Dashed lines used where data are incomplete.)



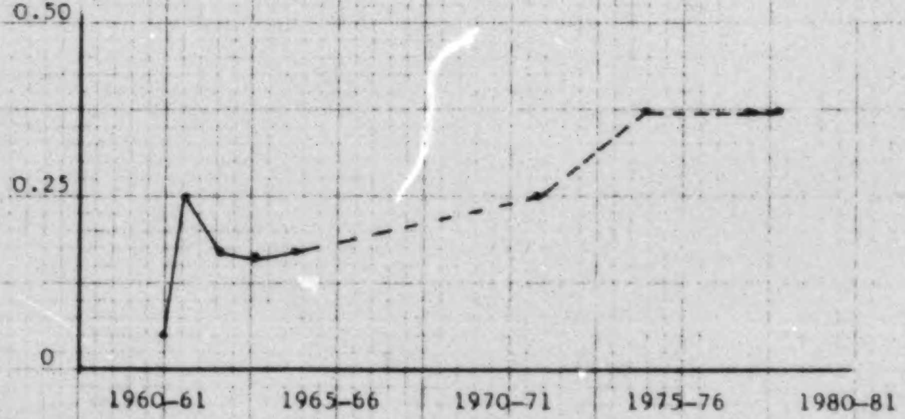
(a)

NUMBER OF TEACHING FACULTY



(b)

NUMBER OF RESEARCH PUBLICATIONS



(c)

RESEARCH PUBLICATIONS PER FACULTY MEMBER

A review of the departmental annual reports for 1978-79 indicates that, out of a full-time instructional faculty of 497, 237 (48%) reported one or more research projects in progress. Furthermore, 116 faculty members (23%) published 175 scholarly books and articles during the year, and 152 (31%) presented 247 papers at professional meetings.

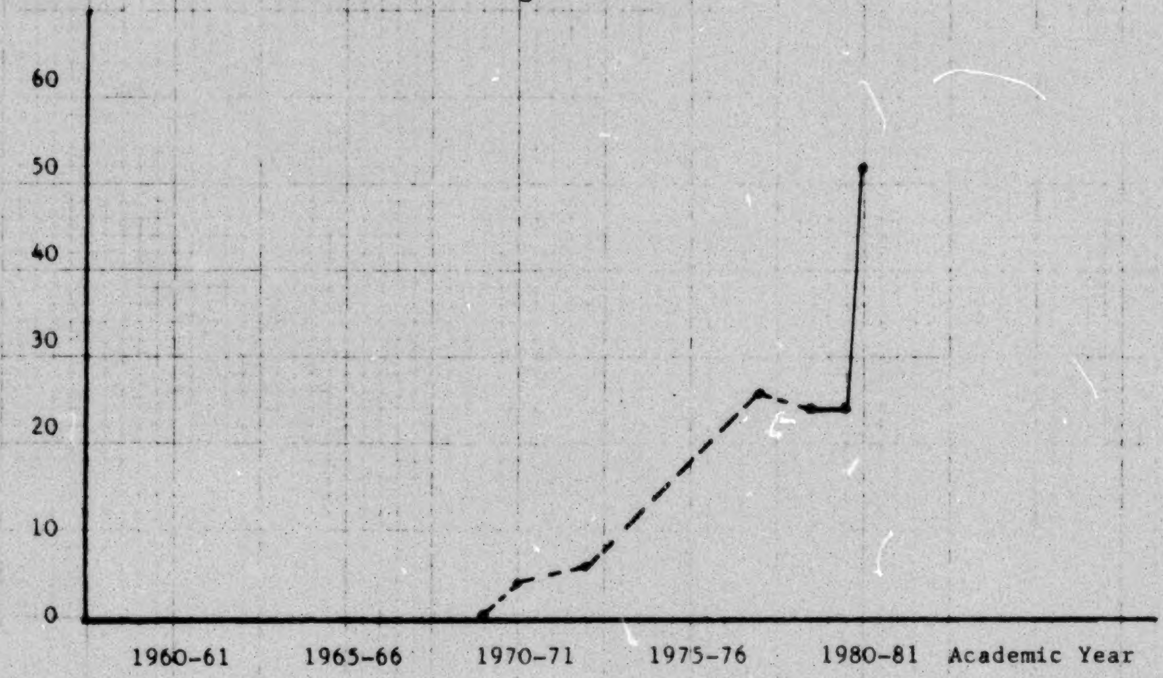
Figures 11-2 and 11-3 reflect research support at ASU. Figure 11-2 shows the amount of money allocated by the university to support research activities. During 1979-80, ASU distributed a total of $25,000. This figure included $10,000 for small research grants, $5,000 for page costs and manuscript services, and $10,000 for summer salary continuation grants. The research budget for 1980-81 was also $25,000, but this sum was supplemented by the provision of $27,300 during the 1981 spring semester to allow released time for research for designated faculty members. Figure 11-3 shows library holdings. Clearly a steady increase in holdings has occurred over the past two decades. Increase in holdings may provide increased support for research, provided, of course, that the increased holdings reflect volumes useful to researchers. In some cases, these increases have aided researchers.

In 1977-78, the Office of Grants Planning began to compile statistics on funding of sponsored programs financed in whole or in part by external agencies and carried out under the terms of agreements between the university and the sponsoring agencies. The office divides grant proposals into three categories -- research, training, and other. Research proposals are defined as those in which "the major portion of the program effort is research-oriented and falls within the federal definition of the term." Figure 11-4 indicates the number and value of all proposals, as well as those specifically categorized as "research" proposals, submitted and funded between 1977 and 1980. Figure 11-5 illustrates proposal activity by college in 1979-80.

Statistics from the UNC Long-Range Planning, 1980-85 document may help to place in perspective the amounts supplied in Figures 11-4 and 11-5. In 1978-79, the 16 constituent institutions of The University reported expenditures for research (from government grants and contracts, private gifts, etc.) of $78,875,855. Of that amount, 93% was expended by the two Research Universities (UNC at Chapel Hill and N.C. State at Raleigh), whereas the combined expenditures of the six institutions, including ASU, classified as Comprehensive Universities I represented only 5.6% of the total of funded research. Although ASU ranked only fourth among the six institutions in its class in 1978-79, its position with respect to funded research should have improved in 1979-80 given the large increase in research awards reported in Figure 11-4. Comparable figures for the other 15 institutions during that period were not available in time for inclusion in this document.

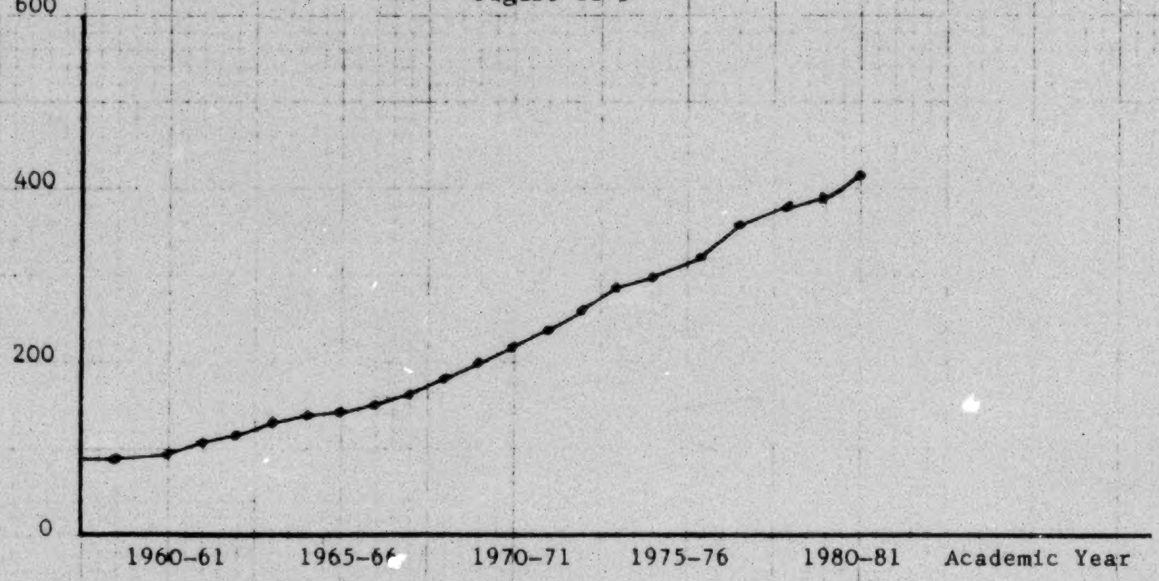
Together Figures 11-2 and 11-3 indicate a moderate but clear increase in support of research by the institution over the past two decades. Publication productivity has increased, perhaps in part as a result of institutional support and in part as a result of the hiring of more research-oriented faculty. The years for which Grants Planning statistics on outside funding are available are still too few to allow for any meaningful interpretation of outside funding for research. However, when the number of research projects funded (five in 1978-79) is compared with the number of faculty reporting research in progress (237), it can be concluded that the bulk of support for individual research continues to come from the commitment of the individual researcher and to a lesser extent from the institution.

Figure 11-2



DOLLARS DISTRIBUTED BY ASU TO SUPPORT RESEARCH
(in thousands)

Figure 11-3



LIBRARY HOLDINGS (in thousands of volumes)

Figure 11-4
RESEARCH PROPOSALS, 1978-80

Fiscal Year	Total Number Proposals Submitted	Research Proposals Submitted	Total Value of Proposals	Value of Research Proposals	Total Number Proposals Funded	Research Proposals Funded	Total Value of Awards	Value of Research Awards
1977-78	64	9	$3,485,807	$ 860,435	31	2	$ 892,638	$ 72,000
1978-79	116	21	$7,667,403	$1,896,371	50	5	$1,643,262	$ 304,211
1979-80*	113	28	$10,138,741	$3,738,226	62	15	$2,856,693	$1,983,528

*Incomplete figures as of December 15, 1980. Twenty-seven proposals (four research proposals amounting to $712,282) were still pending as of that date.

Figure 11-5
GRANT PROPOSAL ACTIVITY BY COLLEGE, 1979-80*

College	Number Submitted	Amount Requested	Number & Amount Research Requested		Number & Amount Other Requested		Total Funded	Total Rejected	Total Pending
Arts & Sciences	32	$ 912,642	13	$ 263,622	19	$ 649,020	17	4	11
Business	7	$1,818,519	4	$1,778,285	3	$ 40,234	5	0	2
Continuing Education	3	$ 62,975	1	$ 2,500	2	$ 60,475	3	0	0
Fine & Applied Arts	16	$1,035,612	3	$ 690,906	13	$ 344,706	2	0	6
General College	10	$1,176,262	0	$ -0-	10	$1,176,262	3	1	6
Learning & Human Dev.	38	$2,599,028	7	$ 968,413	31	$1,630,615	25	9	4
Learning Resources	2	$ 361,903	0	$ -0-	2	$ 361,903	1	1	0
Other	5	$2,137,300	0	$ -0-	5	$2,137,300	2	0	3
Total	113	$10,104,241	28	$3,703,726	85	$6,400,515	58	15	40

*Incomplete figures as of August 29, 1980.

STAGE THREE/FOUR

EXAMINING SOCIETAL TRENDS AND VALUE SHIFTS

If an institution hopes to plan effectively for the future, it must not only understand its own past and its present circumstances and have some idea of where it would like to go in the future. It must also attempt to anticipate future trends in the society in which it functions and which it hopes to serve. Given the fact that a university represents a community of scholars from a wide variety of disciplines, such an institution is perhaps uniquely qualified to attempt the risky and uncertain task of speculating about the future.

Such speculation is the purpose of Stage Three, "Examining Societal Trend Areas," and Stage Four, "Examining Societal Value Shifts." For purposes of analysis, 13 specific societal areas were identified:

1. Population
2. Institutions and Government
3. Global Affairs
4. Environment
5. Energy
6. Economy
7. Science and Technology
8. Human Settlements
9. Work
10. Lifestyles
11. Equality
12. Goals
13. Participation

Each area was to be examined by a committee of four to eight individuals, most of whom represented disciplines related to that specific area.

These committees were instructed in Stage Three to produce a list of planning assumptions or projections of national, regional, and local trends in their respective areas. Then, in Stage Four, they were to identify major shifts in the value system within their respective areas. However, a number of committees found it impossible to distinguish or separate societal trends from value shifts in their discussions. Hence it was agreed that these committees would submit just one report to cover both societal trends and value shifts. Consequently, Stages Three and Four were consolidated and will be referred to henceforth as Stage Three/Four.

As might be expected, when approximately 80 persons from a multitude of disciplines and with varying perspectives attempt to project societal trends and value shifts for the next decade in 13 different areas, agreement and consistency will be difficult to achieve. And this was the experience of the groups working on Stage Three/Four.

Some individuals looked at the future optimistically, others pessimistically. Some were bold in their projections, whereas others took a more cautious stance. A certain amount of conflict was inevitable given the fact that the committees were looking at the future from a variety of perspectives -- economic, demographic, scientific, etc.

Consequently, in some cases the projections from one societal area are inconsistent with projections from another area. No effort was made to achieve consistency or agreement because, in many cases, such agreement would have been impossible to achieve. Many potential trends simply are contradictory or countervailing.

The Stage Three/Four planning assumptions were to be used both as a basis for the Stage Five/Six reports and as information to be shared with the departments as they began the planning phase of their departmental self-studies. Believing this to be an opportunity for feedback, the Steering Committee invited the departments to examine the reports and return to the Stage Three/Four committees reaction sheets in which they evaluated the planning assumptions. Although only a few departments chose to participate in this exercise, their reactions did play a role in the revision of the Stage Three/Four reports. These revisions were the product of discussions which occurred after the Stage Three/Four committees were augmented by new members in preparation for Stage Five/Six. Before proceeding to this stage, the new members were asked to evaluate the planning assumptions of their respective committees. Upon hearing the comments of the new members, several committees decided to revise their Stage Three/Four reports.

Thus it can be said that the Stage Three/Four reports which follow have received careful consideration. Nevertheless, given the hazards of projecting trends for an entire decade, the planning assumptions continued to be viewed with caution. And many committee members were anxious to emphasize that the planning assumptions were not necessarily representative of their own values or preferences. They often found themselves to be Cassandras forecasting trends which they personally found to be disturbing.

Societal Area: POPULATION

Planning Assumptions

Societal Trends

A. National:

1. The U.S. population growth has slowed and the outlook is for a continued low rate of growth. The population of the U.S. will increase from its present level of about 215 million to approximately 235 million by 1985, representing a growth rate of about 0.7% per year.

2. Population growth will not slow uniformly everywhere. While the "average" place is growing more slowly, some places will face greatly increased population growth and others will experience pronounced population decline.

3. The population in certain age ranges (e.g., ages 35 to 44) will increase sharply over the next two decades, while population in the pre-adolescent ages will decrease. There will be great growth in the number of people over 65 years of age who will live longer.

4. Together with slowed population growth, new migration patterns are rearranging population regionally and locally. This rearrangement is undermining long-standing economic and political balances in the distribution of income, wealth, and employment growth.

5. Our best estimates indicate that migration will continue into the 1980s as the key factor in population redistribution. While the attractiveness of the sunbelt states, particularly California, Arizona, Texas, and Florida, may continue for another 10 to 15 years, we may begin to look for a reversal of the trend by the mid-1990s as the northern states begin to reestablish locational advantages.

B. Regional:

1. In the South, the population growth rate for the 1970s has not differed appreciably from that of the 1960s. The source of this growth has changed, however. The net migration component is substantially greater than it was. There is a rising influx of newcomers which has sustained the South's population growth as natural increase has waned. The changing directions of internal migration during the 1970s signal and at the same time reinforce new patterns in the regional distribution of economic vitality.

2. After almost a decade of record growth, there are indications that net in-migration has slowed in several southern states. For the 1980s this may simply mean that Florida, whose population growth has overshadowed the remainder of the southeastern states, will see a drop in its rate of increase. For the remainder there will likely be a continued net increase in population due to net in-migration, but at a slower pace than in the recent decade.

   An important aspect of continued growth, however, is the renewal of rural and small town growth which will probably continue in the southeast as elsewhere in the nation. We will continue to be predominantly urban, but with a smaller percentage living in the major centers. The major factor conditioning the continuation of these trends is the increasing influence of non-economic motivations concerning where people choose to live and work.

C. State and Local:

1. Recent and projected changes in North Carolina's population reflect in general the pattern for the country as a whole, but particularly that of the Southeast. The expected slowdown in the state's population increase has been offset by a remarkable turnaround in migration. While the state experienced a net loss due to migration from 1950 to 1965, from 1965 to 1977 there was a net migration gain. Therefore, assuming a continuation of present rates of net immigration and a stabilization of the rate of natural increase, we may expect the following total population for the state:

   1980 - 6,070,000 1990 - 6,450,000 2000 - 7,275,000

2. Best estimates of North Carolina's future population are as follows:

	Natural Increase	Net Migration	Total Population
1977 (provisional)	--	--	5,525,000
1980 (projected)	126,857	62,143	5,714,000
1985 (projected)	238,000	119,125	6,071,125
1990 (projected)	250,713	125,357	6,447,195
1995 (projected)	268,633	134,317	6,850,145
2000 (projected)	285,422	142,711	7,278,279
1977-2000 changes	1,169,625	583,653	

3. The following specific conditions of population change are likely:

   a. Net in-migration will continue at least at the same rate attained by the mid-1970s, with perhaps an increase caused by a turn-around in the direction of black migrants. The latter condition may swell the state's population by an additional 120,000 by the year 2000.

b. Fertility rates may be expected to remain fairly constant, but between 1990 and 2000 we may expect a noticeable increase in the birth rate owing to the more youthful population structure resulting from the net in-migration of predominantly young singles and families.

4. For western North Carolina we may expect a slight lessening of the 1970 trends that saw this part of the state increase proportionately more rapidly than the remainder of the state. The mountain counties, in fact, vary greatly in their capacity to attract migrants. Some are particularly attractive to the elderly and retired segment of the population. These same counties and a few others hold continued promise for younger people, while about 50% of the counties can be expected to either stabilize their population or continue to experience a net out-migration of predominantly younger people.

Societal Value Shifts

America's population is undergoing a profound transformation that could alter nearly every facet of its way of life. The following value orientations seem to guide the behavior of the American people on the national, regional, and local level.

1. Smaller Family Size:

There has been a downward shift in fertility norms -- at least among young adults, large families have become the exception. Nationally, in 1976, almost 75% of married women 18 to 24 years of age expected to have no more than two children, as contrasted with about 45% in 1967. In short, the population has settled on the two-child family as the desired norm. Intentional childlessness has increased somewhat in recent years (although there are strong indications that childbearing is not going out of style).

2. Postponing Marriage and Childrearing:

The decision to marry is being delayed. The average age of first marriage continues to increase -- pressing the mid-20's and, given the fact that the prime childbearing years are between 20 and 40, it has reduced the available time of fertility by 20%.

Marriages outnumber divorces each year two to one, but the rate of first marriages is down. It is the remarriage that keeps the proportion of marriages and divorces from falling to less than two to one. Divorces are increasing each year; statistics indicate that four of 10 women in their late 20's will probably divorce. There was a stability in marriage which no longer exists.

In addition, many wives have embarked on careers, and many couples have put off having their first child or additional children until their economic situation improves.

3. Material Comfort, Activity, and Work:

There has been a sharp increase in the percentage of wives who earn income and in the closely related percentage of two-paycheck families. In 1977, 46% of wives were in the labor force, compared with only 24% in 1950. Among today's working age men, by comparison, 78% are in the labor force -- about 10% fewer than in 1950. The money contributions of working wives are of crucial importance where they raise family income above minimal levels.

In addition to increasing their labor force participation, wives are also ordering their careers as mothers and income earners quite differently. They are starting work earlier in life and continuing to work after children arrive. Their attachment to the labor force is more permanent. Compared with their counterparts a decade or more ago, many more of today's young wives are likely to be working in their older years and will more often hold full-time jobs.

Among college women, there is a growing disinclination to confine their activities to home and family. Annual national surveys show that far fewer first-year college women endorse that traditional role now than they did even in the recent past (only 20% in 1977 compared with 44% in 1967). First-year college men show a similar decline (from 67% to 36%). These preferences may be reflected in the rapid increase in the representation of women in higher paying professional occupations. Also, there are more women choosing to enter professions in the sciences and develop careers than adhering to the more traditional careers and roles of women.

In essence, women have been streaming into jobs owing to increased employment opportunities, higher salaries for women, a family's desire to keep up with inflation by having two wage-earners, and changing social attitudes about sexual roles. There is evidence of a close relationship between the declining birth rate and the increase in the participation of females in the labor market. Eleven million women will be entering the labor market by the end of the next decade and the majority will be mothers.

4. Youth and Old Age (Future Orientation):

Americans have placed a high value on youthfulness. Between 1970 and 1977 the population 65 and older increased 18% as compared to the total population increase of 13%. As the elderly proportion of the population increases, the devaluation of this group is no longer universal.

After decades of the rising influence of the "youth culture," the pendulum is swinging back. By the year 2030, the median age of Americans will be 37.3, or 8.4 years older than it is today, if American women continue to bear so few children and the death rate continues to drop. Improved medical care has swelled the numbers surviving to old age, pushing the death rate to new lows almost every year. The declining death rate means a steady expansion of the ranks of the aged. If recent trends persist, the Census Bureau has projected, 17% of Americans, or one in every six, will be 65 years by the year 2030, compared to one in 10 today.

During the 1970s America's "senior citizens" became quite politically active and signs indicate their strength will grow in the future. For instance, their grass-roots organizing has been felt at the national level on such issues as mandatory retirement.

5. Freedom, Equality, and Individualism:

There is growing independence of women, especially younger women of childbearing age. Many choose to live alone and dedicate themselves to their careers. The proportion of women still single at ages 20 to 24 was only 28% in 1960; today, it is 43%. One-fourth of all American households today are non-family households; the vast majority of these people are living alone. In addition, there are 1,000,000 unmarried couples living together.

The increase in life expectancy to almost 71 years in 1970 suggests that we have made important advances in medical care and that the right to life and good health is most important. The continued emphasis on good health is expected to push life expectancy to even higher levels in the coming decades. In addition, the cherished right of Americans to move about as they please and to live according to their means is evident in the increased mobility of the young population and the migration patterns that are presently redistributing the population.

6. Achievement and Education:

Americans greatly value individual autonomy, the right and the capacity to direct one's own existence. In fact, many Americans would define freedom in terms of the individual's ability to do whatever he/she pleases so long as it does not harm someone else. Education is seen as a means often to accomplish one's opportunity for meaningful activity. Although we emphasize the high value that Americans place on education, that value is too often largely instrumental. That is, Americans value education highly because it has been the path to upward mobility, to better-paying jobs. We do not value education because we have learned the joy of discovery or the exhilaration of new insights. Thus, the goals shared by most educators -- the development of the individual and of an effective citizenry -- are not often shared by others.

Societal Area: INSTITUTIONS AND GOVERNMENT

Planning Assumptions

Societal Trends and Value Shifts

A. Increased Attention to Essential Human Needs: Faced with limited resources, public and private institutions will attempt to respond increasingly to perceived needs and growing public demands for essential human services in the areas of energy development, health care, transportation, housing, and education.

1. At the national and state level public funds will be channeled increasingly into those areas that appear to meet immediate human needs. This trend reflects America's unchanging commitment to a democratic society with the promise of material well-being for every citizen.

2. State universities that address public problems of the future in a serious manner will continue to receive substantial financial support. They will, however, encounter growing competition from private colleges and service institutions for the limited funds available. The growing competition from private institutions will reflect declining confidence in public leadership and public institutions' ability to meet society's needs.

3. Local institutions and government will call increasingly on Appalachian State University to assist local authorities in meeting essential community needs. This trend reflects a growing societal belief that public and private institutions have a responsibility to participate fully in the community in which they are located. It also reflects the growing belief that local problems can best be resolved at the local level by those directly affected.

B. Stronger Demands for Strict Accountability: Limited resources and expanded efforts to meet essential human needs will inevitably produce stronger demands by both private institutions and government for strict accountability.

1. Federal, state, and local government will require more accurate record-keeping, closer program management, regular and effective evaluation, and tangible evidence of high productivity in every program underwritten with public funds. This will result from the confluence of two value shifts: First, a resurgence of traditional morality, including demands for honesty and responsibility, will produce a mounting demand for honest and efficient public leadership. Second, weakened confidence in public leadership will also encourage demands for stricter accountability.

2. Private foundations and institutions, besieged by ever-increasing requests from universities and other institutions for financial support, will establish even stricter levels of accountability than those introduced by government.

3. Student organizations, alumni associations, and parents' groups will increasingly demand recognizable results in return for their investment in higher education. Professional educators, like medical doctors, will be expected to deliver on promises of innovative programs, new career opportunities, and academically respectable majors described in the university catalog, departmental brochures, or verbal assurances. This trend reflects some loss of confidence by the public in the standards and competence of professionals.

C. Expectations of Higher Quality: Attention to human needs and stricter accountability are part of a broader government and institutional concern with maintaining and improving the quality of life in America. This concern will be reflected over the next decade in mounting pressure from public and private institutions for higher quality in university education. Such pressures will, however, pose considerable difficulties for schools like ASU because of the limited resources available, the competition between public and private agencies to provide essential human services, and differing definitions of quality.

1. The federal and state governments as well as most other public and private institutions will continue to view high quality in terms of traditional democratic ideals, demanding that constitutional guarantees of equal opportunity, individual freedom, and public well-being be scrupulously observed. This results from America's steadfast belief in the democratic ideals enshrined in the constitution.

2. Institutions and government at the national and state level will tend to measure success according to national standards of excellence.

3. In North Carolina, efforts to improve the quality of higher education will focus on upgrading professional programs, especially in the area of public school teaching. This reflects some erosion of confidence in educational leadership and public educational standards in light of declining student scores on national achievement tests.

4. Locally, institutions and government will view the expansion of ASU's services to the community as the road to higher quality. This also reflects the belief that local problems and needs can best be met by local institutions and leaders who are familiar with the unique local situation.

Societal Area: GLOBAL AFFAIRS

Introduction

The present organization of world society emerged from the colonial epoch with an economic system which perpetuated the division of the new nation states into dominant and dominated, exploiting and exploited, countries. The principal thrust of U.S. policy after World War II was the containment of the U.S.S.R. and its allies and our foreign policy was subordinated to this end. Economic aid was distributed by the U.S. not so much on the basis of human needs but in relation to this policy, thereby strengthening the bi-lateral and multi-lateral alliances with which the U.S. had replaced the projected collective security system of the U.N., although the U.S. did in fact control the U.N. for the first decade of its existence.

The overall importance of the Cold War issue has steadily declined in political importance compared with the so-called North-South confrontation between the industrially-developed countries of the world and the less developed countries. The strategic importance of the confrontation between the U.S. and its NATO allies and the U.S.S.R. and its allies in the Warsaw Pact remains. Both sides have immense quantities of thermonuclear weapons whose development has diverted vast sums of money into socially unprofitable armaments industries. Their very existence constitutes the major threat to human survival.

In the attempt to win allies across the world, both sides give or sell arms in large quantities whose acquisition or maintenance or even deployment in local wars deprives the poorer countries of currency desperately needed for developmental purposes. Moreover, there are signs that powers other than the big five and India are on the road to the nuclear option. The instability of regimes possessing this option likewise constitutes a threat to the world.

The fact that there are both dominant and dominated (or exploiting and exploited) sectors not only in the international community, but within most nation states, is a continuing source of instability since domestic strife may well draw in powers friendly to the one or the other side, involving even the U.S. and the U.S.S.R. and their allies.

Planning Assumptions

Societal Trends and Value Shifts

A. International:

1. International instability is likely to continue to increase, with "local" triumphs enjoyed by the U.S. or the U.S.S.R., but with no significant increase in prestige or influence by either of these powers and the ever present danger of escalation into military confrontation.

2. Armaments sales will continue to climb, and the true economic needs of the poorer countries will continue to be neglected and their collective efforts at self-help all but ignored since they do not coincide with the strategic needs of either of the two blocs.

3. The OPEC strategy must be seen as the forerunner of other, quite possibly less successful, attempts at breaking out of the control of the industrially-developed countries of the West.

4. The role of the multinational corporations in providing the goad which led to the emergence of the OPEC strategy and its continued success may lead to challenges to their power elsewhere in the world, even by regimes professing adherence to capitalist economic principles.

5. The economic predominance, no less than the political influence, of the United States is likely to continue to be eroded over the next two decades, accompanied by cycles of economic depression and inflation and the continued decline of the U.S. dollar. It is important not to regard this as an isolated phenomenon, but as a necessary concomitant of increasing global instability. The future of the United States as a world economic and political power is bound up with the continued stability of international society in its present form.

6. There is a growing consensus among the peoples of the world concerning the distribution and conservation of the world's resources and, in the matter of human rights, standards consonant with human dignity in housing, conditions of work and wages, health care, educational facilities, and recreational and vocational opportunities, demonstrated by the growth of functional world bodies and voluntary organizations dedicated to promoting the cause of the less privileged.

B. National:

1. So far as the U.S. economy and society are concerned, the end of the ascending spiral of affluence and of the acquisition of ever more sophisticated consumer goods is in sight, and with it the growth of a more economy -- and conservation -- minded public.

2. The number of students from lower, lower middle, and minority social categories seeking entry to universities will diminish since restrictions imposed by austerity budgets and tax reductions will bear more heavily on them than on members of upper middle and upper class families.

3. There will be a growing tendency on the part of federal and state authorities to demand that students should bear an even greater proportion of the costs of their education than they do at present. The result will be an increasing pressure for elitism and a de facto restriction of college and university education to those whose parents are in the upper income brackets.

4. There will be an increase in the real influence of the government and federally-financed programs, particularly through the Department of Defense, whose budget will continue to expand while federal and state programs unrelated to defense projects will become more scarce and more difficult to obtain.

5. The decreasing value of the dollar abroad will affect adversely projects involving foreign travel, both for individuals and for groups, and the acquisition of books and periodicals published abroad.

6. The decline of the dollar abroad will increase the opportunities for foreigners to visit the United States and acquire materials published here.

7. The underprivileged nations will turn less readily than in the past to the U.S. for developmental guidance and, consequently, fewer of their citizens will seek education here.

Societal Area: ENVIRONMENT

Planning Assumptions

Societal Trends and Value Shifts

A. Land Utilization:

1. Population increases will continue to exert pressure on the fragile environment. (n,r,l)

2. There will be a continued shift in population from urban to rural areas. (n,r,l)

3. There will be a continued shift in population and industry into sunbelt states owing, in part, to continuing attempts to attract industry compatible with the local environment. (r,l)

4. The conflict between the limits of government ownership vs. private ownership of land will continue. (r,l)

5. The trend toward orderly community development, including the expanding of private and public recreational facilities, will continue. (r,l)

B. Direct Effects of Governmental Policies:

1. Any real loss in consumer purchasing power will probably result in reluctance to make still further monetary sacrifices to improve the physical environment. (n)

2. As government and labor programs move to increase financial security among low income groups, middle and upper income groups will probably resist additional taxation or similar methods of obtaining funds for environmental programs. (n)

3. If defense expenditures as a percent of the total federal budget decline, environmentalists will still need to compete successfully with other national interest groups for funds to improve the quality of the physical environment. (n)

4. Conflicts between environmental interests and certain forms of business activity will increase. (n,r,l)

C. Energy:

1. Social experimentation will continue as people seek to create more self-sufficient communities. (n,r,l)

2. Public awareness concerning the environment and energy will create a demand for the development of more diversified technologies to alleviate the energy crisis. (n,r,l)

3. Continued energy shortages for the immediate future will bring about compromises in environmental legislation. (n,r)

4. Consumer spending patterns will be affected by the continuing energy problem. The purchase of smaller, more efficient automobiles and other devices will have a positive effect on the environment; purchases of such items as certain smoke-producing coal- and wood-burning stoves may have negative effects. (n,r,l)

5. As private transportation is affected by the energy shortage, land use planning and management (e.g., to locate substantial residential districts close to centers of employment, schools, etc.) will become more important. (n,r,l)

The above assumptions pertain to environmental considerations at the national, regional, and local levels. The letters in parentheses following each item indicate which levels are involved.

Societal Area: ENERGY

Background

The United States and Appalachian State University are entering a period of great flux with respect to energy supplies. Petroleum-based fuels will probably continue to dominate energy markets for some time (40-80 years) as various third world/low consumption countries exploit their resources, adding to available supplies, and developed countries maximize domestic production. Middle East reserves alone are estimated at 300 billion barrels (20 year supply at present consumption levels) with another 300 billion in Canadian tar sands and 600 billion potentially recoverable barrels in United States oil shales. Some of the return to coal, currently and as petroleum supplies dwindle or foreign policy encourages, will be in the form of fluids derived from liquification processes. United States coal reserves alone are sufficient to supply domestic energy needs for 200 years and its use will become increasingly environmentally palatable as more sophisticated and cost-effective or even cost-advantageous emission devices are employed.

Theoretically, available power from nuclear devices is infinite and, despite growing public apprehension about nuclear safety, nuclear technology will supply an increasing proportion of U.S. energy needs and will continue to be a source for Appalachian's needs (i.e., the Duke Power Oconee nuclear plant). Recent exigencies associated with all currently used energy sources have directed a feverish examination of alternate energy technologies. Breakthroughs in solar energy technology (passive and active direct conversion and wind) are occurring at an increasing rate.

The problem for Appalachian is not whether energy will continue to be available, for it will, but rather how much it will cost and whether the university wants to remain tied to the power lines emanating from high technology fossil fuel driven, nuclear driven, and large scale alternate energy sources (the hard path) or whether it prefers to be energy independent through the development of local, small scale, low technology sources (the soft path).

The 1980s will probably bring us continued high inflation rates along with the high costs of fuels that began in the early '70s. The economics of conversion costs from oil fuel to coal (the most feasible alternative), added to ecology considerations, will delay any early revision of existing equipment on a mass scale. The only foreseeable method for public sector change in primary fuel used would be if the N.C. State Legislature or Governor step in with an "Energy Czar" of sorts with the power and money to pass the conversion process over local opposition. The mass changeover by private dwellings or ASU is just not possible. The electric heat industry begun in the early '50s only matured in the late '60s. It is not expected that a tax credit system would bring public acceptance of a fuel that is bulky to store and requires expensive equipment to convert to heat.

ASU has further limitations placed upon its physical plant, architecturally and mechanically, such that fuel savings by design are not always permissable. Life-cycle costing of equipment and material types often put limits on any conservation program. Many materials are prohibited by public safety considerations -- others by applicator skill shortages common to the locale.

Possible areas for conservation of energy (should federal/state governments see fit to fund) include computer management of maintenance, equipment operation, temperature control, and reportive information. Retrofit of buildings with out-dated systems (most inefficient) should have a short payback period. Monitoring devices must come early in this program, as we will enter the '80s without knowledge of costs needed to make engineering decisions. Student/staff wastage or usage should be curtailed -- for examples, buildings are too often overheated/cooled, water is hotter than required, and available more than a minimum required time period. More grouping of activities may be possible, allowing more off hours for energy conservation. Student travel off-campus in private automobiles is probably the single largest user cf energy. A program to educate the student/parent to a different view is in order. Perhaps an enrichment parallel program at ASU including the "Disco Pizza World" would have to accompany this change.

Politics, reluctance, money, ecology, and codes will make ASU recognizable in 1990 to one familiar with the community in 1980.

Planning Assumptions

Societal Trends and Value Shifts

A. Technology:

1. Conservation: While residential conservation may only save a small percent of the total fuel bill, if all aspects of energy conservation are carried out, realizations of 30-60% have been routinely saved for industry and university physical plants. The primary aspect which contributes to the savings is computer controlled energy management. Additional savings can be achieved by installing high efficiency insulation and carrying out energy retrofitting.

2. Energy Research: Basic research in energy is being carried out at an ever-increasing pace. What may have been a costly fuel of the past may be developed into a cost-effective fuel of the future. Likewise one must be open to the development of new fuels which yield a cost-effective source of fuel. The concept of cogeneration of all types of energy needed by the university, thereby isolating itself from the costs of high technology electrical power plants, should be evaluated. Moreover, research has developed new multi-fuel combustion chambers which would prevent hardships caused by fuel shortages during times of crisis. New designs of energy efficient vehicles have been developed and should be evaluated and related to specific needs.

B. Political Area Trends:

1. Continued Deregulation of Energy Markets: The government efforts at regulating and controlling energy markets and prices have been mostly ineffective and counter productive. The positive experiences with phased natural gas price deregulation and airline deregulations have served to strengthen deregulation arguments. This represents not a swing toward political conservatism, but awareness of the poor record of government interference in energy markets.

2. Possible Development of a "Comprehensive National Energy Policy:" Such a "policy" does not now exist. What such a "policy" should consist of depends upon whom you ask. The development of such a plan is a political football with unpredictable bounces. President Carter's plan was generally dissected and left as a mere skeleton of its former self. Political considerations will have similar effects on almost any comprehensive plan. Political incentives are unchanged.

3. Enactment of Tax Incentives to Conserve Energy: An idea whose time has come. Consumers can expect some relief through the income tax and corporate tax structure. The major force dampening this movement is the massive budget deficits already in existence.

C. Economic Trends:

1. An Energy Conservation Officer may become necessary to coordinate the increased number of projects and concerns related to energy.

2. Reliance on Fossil Fuels: The most pervasive, most flexible, most cost-effective source of energy is oil. This will continue to be true for the remainder of the 20th century.

3. General Rise in Energy Prices: As long as OPEC continues to control world oil price levels, the price rise will continue. There is very little evidence that OPEC will fold; business is good.

4. U.S. Energy Independence: An unlikely event. The U.S. cannot afford to be energy self-sufficient; the costs are too high.

5. Reliance on Unstable Eastern Hemisphere Sources of Supply: We now import about one-half of domestic consumption of oil. This probably will not change appreciably in the next decade; the alternatives are not there.

6. Shift to Coal: Now almost strictly a question of balancing the environmental costs with rising oil prices. If oil prices get "too high," coal could quickly become a viable substitute. However, conversion of oil and natural gas power plants would require considerable costs and fairly long lag times.

7. Shift to Nuclear Power: Now mostly a political question. The Three-Mile Island incident and "The China Syndrome" set this industry back temporarily. Unlikely to play an important part in domestic energy supply this decade, but unless other alternatives are found, it will become more important as energy use increases.

8. Energy Conservation by Consumers Affected by Price: Attempts to conserve energy by consumers are primarily a function of the price of energy. Regulatory measures have been generally ineffective and inefficient because of lack of cost incentives.

Societal Area: ECONOMY

Planning Assumptions

Societal Trends and Value Shifts

A. National:

1. An increasing rate of inflation.
2. Tax revolt, possibly leading to lower taxes.
3. An unemployment rate of 6-7%.
4. More two-income families.
5. Changing roles of women, meaning more women in the work force not only in clerical and service jobs, but increasingly in nontraditional types of work.
6. More demands for jobs by minorities, including gays.
7. Oversupply of college graduates of all types, including business majors.
8. Greater increase in demand for engineering studies.
9. Job expectations of liberal arts graduates will be lower.
10. Possible lower retirement age in many fields -- may become mandatory for university faculty and staff.
11. Increased governmental regulations, especially in environmental areas.
12. A greater shift to service industries.
13. Less industry and manufacturing at all levels as gross national product declines and virtually levels off.
14. Greater international interdependence for the economy as a whole.

B. State:

1. Specialized furniture, textile, and trucking industries of North Carolina which are energy-intensive will change. With continued rapid population growth, industry will become more generalized.
2. More emphasis on service industries. Also computer technology and electronics industries will grow.

3. North Carolina will grow in international exports of tobacco, wood, and agricultural products.

4. Tourism will be a growing industry in the state as a whole.

5. Growth in mass transportation.

6. Growing attempts at unionization, hence more and more serious strikes and boycotts.

C. Local:

1. Energy shortage may have adverse impact on Watauga County employment situation.

2. Local economy will become more diversified, e.g., Christmas trees, condominiums, winter sports, and tourism generally will grow.

3. Future ability to forecast the weather will aid county planning for tourism.

4. Private home construction, especially second homes, will increase.

5. More and more government bureaucracy, such as Region D, DOT, etc.

6. Increase in importance of nursing homes (there have been three new ones in the last three years).

7. ASU will continue to be largest employer in county.

Societal Area: SCIENCE AND TECHNOLOGY

Planning Assumptions

Societal Trends and Value Shifts

During the 1980s, the public will demand a socially-responsible science and technology which maintain and enhance the quality of life by reducing threats to the public welfare and which restore to individuals a sense of control over their own welfare. Consumer goods which enhance the self-sufficiency of individuals will be in demand. Prominent scientific areas in the next decade will include:

A. Energy Production, Conservation, and Storage:

1. Alternate energy systems will include wind power, geothermal power, capturing the energy of the sea, solar power, and production of alcohol from organic materials.

2. Conservation efforts will be extensive and will involve reduced use of private transportation and increased use and development of alternate transportation systems.

3. Mass transportation systems using electric power will replace many highways.

4. Home heating and cooling systems, home appliances, and electric lighting will be more efficient.

5. Industrial designers will create more energy-efficient manufacturing plants.

B. Efficient Land Use:

1. Land reclamation and conservation will be a dominant theme. Farm land, forests, and natural resources are nearing depletion.

2. Development of natural pest control systems will reduce poisoning of the environment with pesticides.

C. Agribusiness:

1. New systems of food preservation, such as dehydration, will be needed to reduce chemical risks.

2. More natural pest control systems will be used to prevent pollution.

D. Architecture:

1. The architecture of the future will be compatible with the natural environment and mindful of natural sources of energy and the need for energy conservation.

E. Consumer Goods:

1. The public will demand products which are less complex, such as natural textiles and household appliances with fewer gimmicks. These are items which can be easily repaired and which provide for self-sufficiency.

2. There will be a great demand for tools of all kinds.

F. Electronics and Communications:

1. There will be an increase in miniaturization of electronic computers for industrial manufacture and for home use.

2. Satellite and cable communications will reduce the need for travel.

3. Laser communications (light-wave) will continue to develop.

G. Medical Technology:

1. The emphasis will be on medical technology which is affordable to the public.

2. As the population increases in age, there will be increasing need for treatments for chronic disease, especially mechanical organ substitutes and prostheses.

3. Lasers will find increasing application in surgical medicine.

4. The main theme in medicine will be prevention rather than cure.

H. Waste Treatment:

1. Society currently experiences multiple problems of waste treatment. There will be continued problems of treating and disposing of nuclear waste, chemical waste, and human waste products. Strategies for reclamation or recycling these wastes must be explored.

I. Educational Implications:

1. Demand for trained technologists by industry and government will accelerate. However, the technologists will not be parochial in the sense of focusing on problems academically defined as a single discipline, but will require both technical expertise and intellectual perspective concerning life-support and ecological systems. Hence, scientists will require interdisciplinary training, contrary to an emphasis on specialization. Traditional disciplines (chemistry, physics, biology) will maintain their cohesion and integrity, but interdisciplinary cooperation will become increasingly essential.

2. Traditional degree programs may give way (for example) to one-year training programs oriented toward nontraditional students.

3. Universities will continue to be producers of knowledge through research, but the manner of distribution of this knowledge may change radically. Mass communication systems may make it possible to reach students in a "correspondence format" through videotapes and telecommunications. Resident student populations may become a thing of the past. Face-to-face instruction may disappear as well.

4. Problem-solving and inquiry will occupy more student time than simple rote learning of canned solutions to problems. Students will find that simply learning to perform a ritual for a fee will not suffice as preparation for life.

5. Businesses may, owing to dissatisfaction with academia, expand training functions to meet their own needs and literally create their own universities (e.g., McDonalds). Trade associations will continue to support knowledge production and dissemination in competition with universities. Universities will need to adjust in order to avoid becoming obsolete.

Societal Area: HUMAN SETTLEMENTS

Planning Assumptions

Societal Trends

A. National:

1. There will be increased spatial sorting of people into homogeneous enclaves on ethnic, family, or economic status patterns.

2. There will be an erosion of boundaries and their function as barriors to interaction will play a decreasing role in human behavior.

3. There will be a convergence of cost and space, time and space. Increasingly what will be important is not the absolute distance (in miles) between people, but the relative distance. Space shortening/adjusting techniques distort "real" spatial relationships. Phone calls from coast to coast do not cost much more than to a neighboring state (also flat rate mail service, flat rate public transport, local calling areas on phones). What people think about distance and space will be more important than the nature of space and distance.

4. The rise of city-states throughout the United States (metropolitan complexes) will increasingly become critical nodes for regional and national economic development.

5. The stage is set for the re-colonization of the central city owing to (a) increased energy costs, (b) an increasing older age component in the city which prefers not to live in suburbia, (c) increased numbers of young professionals, (d) increased importance of issues such as historic preservation and restoration.

6. There will continue to be a desire on the part of people to migrate to small towns and rural areas, especially those with proximity to a fairly sophisticated urban area. But this desire to move may be tempered by the increased cost of energy which could inhibit the ability of people to move.

7. The increased dispersal and decentralization of industry into non-metropolitan areas, especially those with amenities or recreation, will reinforce the trend to migrate to small towns and rural areas.

8. The small town and rural migration pattern will also be intensified by the increased footloose nature of retirees who have substantially greater incomes than their counterparts a generation ago. The current retirees have the financial ability to decide to move. Coupled with this is the push factor of the

increased living costs in metropolitan areas, which repels people living on fixed incomes. This situation is reinforced by the press coverage of urban problems of crime and fiscal affairs and dramatization of rural, backwoods, small town environments as being desirable.

B. Regional, State, and Local:

1. The population of North Carolina will continue to grow as part of the sunbelt phenomenon.

2. The population of Boone and Watauga County will continue to increase at a rate far above that of adjacent areas. By the year 2000, the Boone area city limits will extend to the Blue Ridge Parkway and Blowing Rock.

3. There will be increased urbanization of the Carolina piedmont crescent and the valley of east Tennessee, making the Appalachians a non-urban island with proximity to urban areas and services.

4. The mountains will continue to be attractive to urban residents because they can rediscover their roots and get a glimpse of what life appears to have been like in an earlier and simpler age.

5. Increased money and affluence will give rise to more leisure and the desire to pursue recreational pursuits in the mountains of northwest North Carolina.

6. Improved transporation modes will be developed, connecting northwest North Carolina more effectively with the remainder of the state.

7. Many of the new urban residents in North Carolina will come from a rural small town background and will desire to send their children to a "rural college."

8. There will be increased emphasis on the preservation of the "quality of life" and an aesthetically pleasing environment in northwest North Carolina. Pursuit of development without destroying the unique local environmental setting will be desired.

9. The low ratio of blacks in the southern highlands' population will continue.

10. There will be increased political dominance of the North Carolina piedmont crescent, with this region becoming the axis of the state's political power.

Societal Value Shifts

It is increasingly difficult to separate national values from regional, state, and local ones, and therefore this report will not make any distinctions.

1. The liberal arts will be under more pressure to justify their programs of study to the people they serve.

2. Unlike the generation that came through college in the '60s, the present group of students seems more acquisitive than inquisitive.

3. There is great pressure to conform to an accepted and sanctioned pattern of life work. Where there is no pattern, especially patterns which also carry high status, there is not much willingness to experiment or to thrive on the unknown or to create a new pattern.

4. Interest in business-oriented programs will continue to outpace interest in the liberal arts. The liberal arts will have to understand and articulate why they are vital for career-oriented students.

5. There will be a need to wed the action of the business-oriented programs to the habits of thought, analysis, and reflection of the liberal arts. The relationship ought to be symbiotic rather than antagonistic, inclusive rather than exclusive.

6. Rural values have been traditionally viewed as non-acquisitive, but now the children of rural people are as career-oriented as those of urban people. Our students are more pragmatic and egocentric.

Societal Area: WORK

Planning Assumptions

Societal Trends

A. Agriculture:

1. Employment in agriculture and related activities will continue to decline as a proportion of total employment in the U.S. and in the southeast.

2. As small farms in North Carolina are combined into larger, mechanized units, the decline in agricultural employment in the state will exceed the national decline.

B. Manufacturing:

1. Nationwide, the proportion of the workforce employed in manufacturing will continue to decline as the service sector becomes more and more important in response to rising consumer incomes.

2. However, North Carolina and the other sunbelt states are lagging behind the nation in the transition to a service-dominated economy, and the proportion of employment in manufacturing may increase here for the next several years.

C. Service:

1. The service sector, especially professional and technical services and government services, is the real growth sector of the national economy.

2. As the North Carolina population increases and incomes rise, the demand for banking, legal, accounting, data processing, medical, and other such services will continue to grow.

D. General:

1. The trends identified above imply that the major portion of future employment growth will be concentrated in service type occupations, especially those occupations requiring some education beyond high school.

2. However, this does not imply that there will be no job opportunities in the goods-producing occupations. Rather, replacement demand and shifting demands for products will continue to open up job opportunities in all sectors of the economy.

3. Rapid technological change is expected to continue, causing shifts in the demand for specialized skills.

4. During the next several years the proportion of women in the labor force will continue to increase.

5. Rising incomes will cause many people to work fewer hours and seek out enjoyable leisure activities, possibly including continuation of, or beginning, a university education.

Societal Area: LIFESTYLES

Planning Assumptions

Societal Trends and Value Shifts

A. General Population:

1. The median age of the population will continue to rise through the '80s.

2. The elderly will continue to constitute an increasingly large segment of the population and will have an increasing social and political influence.

3. Children will become an increasingly small portion of the population as birthrates will remain low.

4. The number of working women, including wives and mothers, will increase, with more women working until retirement.

5. More individuals will opt to remain single for a longer portion of their adult lives.

6. The marked population shifts of the '60s and '70s toward the South and West will continue through the '80s.

7. Ethnic minority groups will continue to constitute a large, and in some cases growing, portion of the population.

B. Marriage and the Family:

1. With more lifestyle options available, there will continue to be a delay in entry into marriage.

2. The birthrate will remain low, at about its present level through the 1980s. With fewer children, the emphasis on quality parent/child relationships is growing and will be reflected in the growing demand for parent education materials, books, courses, etc.

3. The age of mothers will be higher at the birth of their first child, with more waiting until their 30's to have their first child.

4. The number of single parents will increase more slowly than in the '70s, but most will remarry, creating many stepparents for children reared in the '80s.

5. Teenage pregnancies will remain high for at least another decade, as sexual activity among teenagers will remain high.

6. Child care will be shared increasingly between parents and preschool child care centers, with a growing portion of mothers working or attending school.

C. Education:

1. The increased interest in lifelong learning of the '70s will continue to increase throughout the '80s, with adults seeking to improve job opportunities as well as use their increased free time constructively.

2. More retirees will return to higher education.

3. The number of women of all ages, including mothers of young children, will continue to increase in higher education. The number of men will continue to be a smaller percentage of the total.

4. The increasing competition in the job market leading to concern for higher grades will remain, while concern for "education for education's sake" will become restricted to a very small segment of the academic population.

5. The heightened interest in practical and technical knowledge and training with more credibility for technical areas will continue throughout the foreseeable future.

6. An increasing number of ethnic minorities will continue to seek higher education.

D. Jobs:

1. The move toward a shorter work week with more leisure time available for self-development or a second job will continue.

2. There will be a greater concern for personal satisfaction and meaning in one's work, with the protestant ethic of "work for work's sake" decreasing.

3. The increasing desire to work in the security of a large corporation will continue, but with a growing preference for work in a setting with the least external controls.

4. The occupational structure will continue to change. Many jobs of today will no longer exist and many jobs of the future have never existed.

5. Career switching in adulthood is bound to continue at least at its present rate of three to five job changes in adulthood, and probably at a higher rate in the next decade.

E. Health and Recreation:

1. The growing recognition of the mind-body relationship, as evidenced by the increasing interest in Yoga, Biofeedback, Transcendental Meditation, etc., will remain for the coming decade.

2. The trend toward physical fitness and prowess, as evidenced in hiking, running, and jogging, will continue to rise.

3. The increased concern with health, nutrition, natural foods, and organic gardening will remain and probably grow.

4. Environmental concerns and possible detrimental side effects to human health and well-being will continue.

F. Individualism:

1. There will be a continuing shift toward basic security needs, including economic and social worries, while simultaneously individuals will continue the trend toward immediate gratification of desires (which reflects this insecurity).

2. The greater freedom to choose alternate lifestyles and the greater acceptance of optional lifestyles will continue, although a counter trend toward more conservative traditional lifestyles will continue also.

3. The movement toward androgyny by both sexes will likely continue. Concern will grow not only about equality of sexes, but equal opportunity for minority groups, age discrimination and occupational role discrimination, or anything that could limit one's personal development.

4. Restrictions of institutions will contribute to intensification of the move toward independence and individualism.

5. Although the growing awareness of the interdependence of individuals and nations will continue, the search for identity in small groups including cults and sects will also increase, particularly among the young.

6. There will continue to be a growing awareness of, and active concern about, ethnic identification among ethnic minorities.

G. Violence:

1. Increasing lack of access to jobs will engender more hostility; the gap between the rich and poor will increase.

2. The heightened awareness of violence in families and its effect on families and society as a whole will continue with increased interest in preventive programs for abusive families.

3. There is a greater acceptance of (and expectation of) violence in the urban environment, with more people moving away from the city.

4. Crime in suburbia and rural areas will continue to increase.

5. The gap of inequality between ethnic minorities and the mainstream will persist and continue to provoke conflict.

Societal Area: EQUALITY

Planning Assumptions

Societal Trends and Value Shifts

A. Discrimination: Artificial and harmful distinctions based on race, sex, age, national origin, religion, or physical or mental handicaps are clearly illegal and on the way to elimination from American society.

1. Public support for the removal of the legal and outward forms of sex and racial discrimination will continue.

2. The 1977 federal law requiring colleges and universities to remove all physical obstacles to access by the handicapped and to provide compensatory services for the blind, deaf, crippled, health-impaired, and (more problematic) the "learning disabled" will occasion no major problems in principle, though it will cost money, which may come at the expense of other areas of concern to the university.

B. Affirmative Action: The federal government will continue to apply pressure on the university in the following directions --

1. Increases in the proportion and number of women employed at the university.

2. Increases in the proportion and number of women enrolled at the university.

3. Increases in the proportion and numbers of blacks enrolled at the university.

4. Equal pay for women.

5. Federal programs giving rise to the above pressures will continue to cost money which will be unavailable to meet other needs, in education or elsewhere.

6. The above policies will meet with declining public interest and support.

C. Other Pressures toward Equality within Higher Education: There will be pressures from parents, legislature, faculty, and students, demanding that everybody get equal rewards in higher education. These will take the following directions --

1. For more credentialling -- everybody should have a piece of paper entitling him/her to a job.

2. Against "elitism" -- any subject is as good as any other, and any course taught at a university, any major, any degree, and any subject of research is as good as any other, and should be so recognized and rewarded.

3. For admitting and retaining in the university any student who wants to come and can pay to stay.

4. More easing of course requirements and further grade inflation; more high school level courses offered for university credit.

5. More pressure for professional equality through promotion and merit pay increases.

6. More pressure to equalize salaries among various departments and colleges.

7. A trend which runs counter to the above trends, however, is the growing national and state insistence upon "competency testing" and accountability.

Societal Area: GOALS

Planning Assumptions

Societal Trends and Value Shifts

A. Some Broad Generalizations:

1. In the last two decades the nation's adherence to its historic goals of liberty, equality, justice, toleration, wealth, and strength has persisted. But how very much these goals require of us, the way they often dictate conflicting courses of action, their incompatibility with certain traditions and habits, and their often social revolutionary implications -- a broad realization of these dimensions is a new element in our national consciousness.

2. Out of the intense domestic and international conflicts of the last two decades there has emerged a novel public consensus on the transcendent importance of the values of order, generational cohesiveness, and personal security.

3. Moreover, a keen awareness of the extreme vulnerability of the U.S. to pressures in the international community has been created, an awareness which radically tempers our enthusiasm for formulating and pursuing extremely visionary national objectives.

B. National Goals in the Context of International Affairs: By 1960, the traditional goals of national security and power had come to be interpreted as requiring not only the abandonment of isolationism, but the tacit embracing of the opposite principle of "globalism." Threats to American security, while more intense in certain places, were perceived as essentially ubiquitous and omnipresent.

1. Events since the Bay of Pigs have steadily driven us away from globalism, and this trend appears to be irreversible. Deep fissures in the always precarious geography of international Communism seem to ensure that the U.S. in the future shall protect its security via Kissingerian balance-of-power diplomacy rather than the more imperial and moralistic politics of Dulles and Kennedy.

2. The experience of detente and SALT seems to indicate that defense expenditures will not decline appreciably in the next two decades. While we have apparently renounced the goal of supremacy in favor of "parity," the latter has never implied a true leveling off of armaments competition.

3. The liberal free-trade policy of the period 1950-1970, as well as the Breton Woods agreements, dramatically internationalized western business and enmeshed the U.S. economy in the sort of "entangling alliances" which had heretofore been partially avoided.

By 1975, the Americans' ability to command the capitalist economies had disappeared. The ideal of partnership among oil-consuming first world nations has emerged as a new international principle.

C. National Goals and the Economic Order: The 1960s saw the application in America of a political logic first worked out in England -- individual liberty, it is said, depends on the prior possession of a measure of economic security and social equality. The War on Poverty accepted this logic and, albeit reluctantly, so did the Nixon administration. But bureaucratic growth and double-digit inflation have challenged this argument. At present, liberal economists are haunted by the thought that the price of social equality is hideous inflation.

1. Thus, at this juncture, the liberal project of making the social race more equal at the start has been partially sidetracked.

2. It would seem that nearly all political groups accept that government bureaucracy threatens individual economic liberty as much as it protects it and that shrinking the province of bureaucracy is a desirable instrumental goal.

3. A consensus has apparently emerged on the issue of per capita productivity -- unless it is increased, the U.S. is likely to begin to suffer from what the Europeans call "the British disease."

4. Because of the radically destabilizing monetary events of 1971-73 and afterwards, the goal of rebuilding a sound western monetary system has strongly emerged.

5. So much of America's productivity is related to petroleum that protection and development of sources overseas and domestic is a major priority.

6. The pursuit of alternative energy sources in the form of nuclear energy, solar energy, etc. has assumed a massive importance.

7. While other goals (e.g., an expanded welfare state and more civil rights) have remained constant in recent years, energy now seems to be the critical priority relating to defense, our way of life, and business pursuits.

D. National Goals and the Social Order:

1. Mainly because of Vietnam and Watergate, the goal of creating citizens and leaders with greater integrity, sincerity, and personal responsibility has strongly asserted itself.

2. One can confidently predict that this emphasis will continue to impinge on educational institutions for years to come, especially if the much discussed secularization process continues.

3. The dramatic growth of all types of fundamentalist religious bodies may, however, signal a tapering of secularization. If so, one might predict a revitalization of the private, church-related college.

4. Political and technological developments have drawn attention to the need for greater protection of privacy. Since the society continues to apply computers to ever wider areas of experience, this demand is sure to intensify.

5. Americans are now evidencing a near obsession with personal security. The legal system is being used to enforce a code of heroic responsibility. In their quest to be free from the consequences of all calamity, Americans have necessitated that teachers, doctors, governmental officials, etc. purchase huge quantities of malpractice insurance. There appears to be no reason why this puzzling trend should abate.

6. In a related development, the "defeat of death" has emerged as a tacitly acknowledged social objective. Not only has heroic medicine suggested this, but research into slowing the aging process is yielding widely publicized results. Because the society will soon exhibit a seriously unbalanced age structure, this emphasis might be expected to intensify.

7. Reactions against the "homogenizing" tendency of modern society have produced a new appreciation of the requisites of social pluralism. The concept of the nation as a "mosaic" rather than a "melting pot" has gained strength. This change, when coupled with the disenchantment with busing, is bound to cause a drastic rethinking of the various plans for social integration under which we are now operating.

8. A number of social theorists suggest that the goal of "community" (or "fraternity") has surfaced as a major objective for Americans. The vast reductions in the number of transfers and relocations in corporations is one sign of this. The energy crisis, which may call for regional and local energy production strategies, is likely to strengthen this often suppressed American value.

Societal Area: PARTICIPATION

Planning Assumptions

Societal Trends and Value Shifts

A. Social Trends:

1. The trend will be to encourage people to participate more fully in, and thereby gain control over, the institutions that affect their lives.

2. The institution's organizational structure and its procedures will be designed so as to increasingly facilitate such participation.

3. Institutions will continue attempts to attract family participation.

B. Educational Participation Trends:

1. The trend toward attracting more people to participate in lifelong learning and continuing education programs will persist.

2. As more people demand programs of lifelong learning, there will be political support for such programs and education in general at the state legislature level.

3. As resources become less plentiful, pressure will increase to determine productivity of a university, its departments, and facilities.

C. Trend Toward Adult Participation in Leisure Activities:

1. Attempts to encourage adult commitment to participation in health-related activities will increase as medical and insurance-related costs continue to increase.

2. A continued emphasis upon youth participation in lifelong health-related activities will continue to necessitate changes in curriculum approaches within the total educational structure.

D. Trend toward a Selected Advocacy Group Participation:

1. Special interest groups will continue to participate in those areas that directly involve their interests.

2. Participation will continue to be "reactionary" rather than ongoing.

3. As a practical matter, people will continue to choose not to put in endless hours taking part in the decision-making process.

STAGE FIVE/SIX

EXAMINING THE IMPACT OF SOCIETAL TRENDS AND VALUE SHIFTS

Having reached a consensus on the nature of the trends and value shifts likely to occur in a given societal area, it next became necessary for each committee to apply its projections to specific sectors of the institution. For this task, the Stage Three/Four teams were augmented by new members, many of them representing disciplines or interests unrelated to the societal area to which they were assigned.

The Stage Five/Six committees were asked to examine the planning assumptions generated by their respective teams in Stage Three/Four, as well as the information supplied by the Stage Two reports on the present state of the 11 institutional sectors. After having considered this data, the committees were to indicate the likely impacts of the future trends upon each sector of the university. These impact statements were intended as working documents to be consulted in the formulation of institutional objectives in Stage Seven. Since the Stage Three/Four reports on societal trends and value shifts had been consolidated into single reports, it followed that the Stage Five/Six impact reports would also be consolidated.

Originally, the self-study plan called for the construction in Stages Five and Six of two matrices, one indicating the impacts of societal trends on each institutional sector and the other indicating the impacts of value shifts. However, as the teams began their deliberations, it became apparent that the number of impacts which they would project for each institutional sector was too great to allow for the actual construction of a matrix. Indeed, the completed Stage Five/Six reports consisted of over 100 pages of impact statements. Owing to the length of these reports and their primary role as working papers, the Steering Committee decided to include in the printed self-study document summaries of the Stage Five/Six reports, while maintaining the complete reports in the backup files. It was hoped that abridged reports, because of their brevity, would be more likely to be read and would better represent the original concept of a trends analysis matrix.

What follows, then, are abridged versions of the 13 reports, one for each societal area. Each report represents the application of planning assumptions for that area to each of the institutional sectors. Thus, each report is subdivided into 11 parts, one for each sector, with a series of abridged impact statements for each sector. When taken as a whole, the 13 reports constitute a matrix (illustrated on page 211) which provides an indication of how each sector of the university may be impacted in the future by societal trends and value shifts from some 13 societal areas.

As was the case in Stage Three/Four, not all of the forecasters in Stage Five/Six were in agreement as to what the future held for ASU. However, the areas of agreement were far more numerous than were areas of disagreement. For example, with respect to the university's purpose, there was general agreement that ASU would be called upon to provide more services to the region in the future and that research which promised to enhance the quality of life would be encouraged. However, many predicted that a growing demand for career-oriented and professional programs, at both the graduate and undergraduate levels, would threaten ASU's traditional commitment to provide a liberal education for all its students. There was also a general consensus that continuing education would grow in importance during the decade of the 1980s. But there were points of disagreement as well. Some felt that ASU would respond to an increasingly complex and interdependent world by adopting a more international focus, whereas others concluded that the energy crisis would result in a more regional perspective.

With regard to students, most teams predicted that the ASU student body of the 1980s would be older and would include more female and nontraditional students. Many believed that a large number of students would arrive unprepared and in need of remedial assistance. But the teams were unable to agree upon future trends in enrollment. Some felt that demographic projections for the sunbelt region, plus the popularity of the mountain environment, meant that ASU would continue to enjoy high enrollments. Others argued that the energy crisis would curtail commuting and thus cause a decline in enrollments.

Several teams predicted that ASU would continue to experience a large pool of well qualified applicants for faculty positions; but some noted that in areas such as business and the sciences, where private industry would offer better salaries, it would be difficult to retain good faculty. Most agreed that faculty members would retire later and that the median age of the faculty would accordingly rise.

Most teams were pessimistic about the level of financial support for higher education from government at the federal and state levels in the 1980s. Moreover, they anticipated additional financial pressure in the form of a continuing high rate of inflation and soaring energy costs. These trends were expected to have an impact on all aspects of the university -- its programs, its services, its physical facilities, and its personnel. Most programs or activities would be required to justify themselves in terms of quality, need, efficiency, or other criteria and some would have to be eliminated. It was predicted that all elements of the institution would be expected to meet stricter requirements in terms of accountability and efficiency.

Not surprisingly, these projected impacts were not always to the liking of the forecasters. In fact, some committees were so disturbed by the implications of the impacts that they cast their impact statements in the form of recommendations as to how a given institutional sector should react (actually the responsibility of the Stage Seven groups). Other committees were able to resist that temptation and maintained a tone of neutrality in their impact statements. Even they, however, wished to make it clear that they did not expect the university to respond to all societal impacts by passively accepting and adjusting to them. A few committees followed the suggestion of the Steering Committee and, while maintaining neutrality in their impact reports, submitted a series of recommendations for the consideration of the Stage Seven groups that would be responsible for formulating objectives for each institutional sector. These recommendations, which were made available to the Stage Seven groups, may be found in the self-study backup files.

INSTITUTIONAL SECTORS

SOCIETAL AREAS	Purpose	Organization and Administration	Educational Program	Financial Resources	Faculty	Library	Student Development Services	Physical Resources	Special Activities	Graduate Program	Research
Population											
Institutions/ Government											
Global Affairs											
Environment											
Energy											
Economy											
Science/Technology											
Human Settlements											
Work											
Lifestyles											
Equality											
Goals											
Participation											

Societal Area: POPULATION

Impact Statements

Institutional Sector:	
PURPOSE	Societal trends: 1. Emphasis on graduate & professional education & continuing education. 2. Demand for professional & preprofessional education. 3. Utilization of resources close at hand. 4. No impact on ASU's basic purpose. Value Shifts: 1. No impact on ASU's purpose.
ORGANIZATION AND ADMINISTRATION	Societal trends: 1. Administrative boards may be expected to reflect changing age, sex, & racial composition of university constituency. 2. New administrative policies to meet needs of minorities, older students, handicapped. 3. Continued high rate of applications for admissions. 4. More older students, but continued low minority enrollment. 5. Alumni support from an increasingly older student population.
EDUCATIONAL PROGRAM	Societal trends: 1. More applications from persons already in labor market. 2. More applications from older and female population. 3. Increasing number of applicants from within state. Value Shifts: 1. More women in professional programs other than teaching. 2. More elderly women may apply.
FINANCIAL RESOURCES	Societal trends: 1. Capital improvement projects will be dependent upon enrollment. 2. UNC-GA may be pressured to recommend funding on basis of headcount instead of FTE's. Value Shifts: 1. Greater need of financial aid to attract students.
FACULTY	Societal trends: 1. Continued pool of good applicants for faculty positions. 2. Need for faculty able to work with older age groups. 3. Median age of faculty will increase. Value Shifts: 1. Increase in single faculty and married couples on faculty. 2. More women may apply for faculty positions. 3. More faculty may seek a second source of income.
LIBRARY	Societal trends: 1. Possible demand for more library resources in black history and culture. 2. Need for increased resources on elderly and handicapped. 3. Need to respond to new professional and continuing education programs. Value Shifts: 1. May have to adjust policies to meet needs of older students. 2. Increased use of library by older and non-ASU students.
STUDENT DEVELOPMENT SERVICES	Societal trends: 1. Need for quality programs in student services, student life, and student development for students choosing rural/small town environment.

Institutional Sector:	
	2. Needs of small town/rural population may be important in admissions, scheduling, financial aid, medical care, & cultural activities policies. 3. Student services to expand programs to meet needs of increasing numbers of black, female, nontraditonal, retired, handicapped, and elderly students. 4. Need for more emphasis on experimental learning and out-of-class education. 5. Greater emphasis in placement & career development on needs of students with previous practical experience & women seeking professional employment. 6. Need to design cultural affairs for "traditional" students, older students, & community at large.
PHYSICAL RESOURCES	Societal trends: 1. Need for increased housing for married students. 2. Need of physical plant to respond to needs of elderly & handicapped. Value Shifts: 1. Need to increase academic computer facilities to meet student demand. 2. Need to increase recreational facilities.
SPECIAL ACTIVITIES	1. Impact of population trends on continuing education: a. increased importance of lifelong learning for adults; b. importance of price & availability of university programs in attracting adult learners; c. urgent need for continuing education by women reentering work force.
GRADUATE PROGRAM	Societal trends: 1. Opportunities to expand off-campus & field-based graduate programs. 2. Graduate programs may be encouraged to shift content to reflect needs of changing population (older, more working women, minorities, etc.). 3. Graduate school may encourage expansion of library & other research resources to meet needs of changing student population. 4. More emphasis on funding for research to meet demands of changing student profile. Value Shifts: 1. Increased demand for enrichment courses & certification programs at graduate level for retired and elderly. 2. More interest in education for leisure time pursuits & joy of learning.
RESEARCH	Societal trends: 1. Need to provide research avenues for learning & stimulation as flow of new people to academia diminishes. 2. Faculty will apply to university & outside agencies more for research grants as salary increases decline. Value Shifts: 1. Faculty may conduct research into areas which provide means to prepare students for better paying & more prestigious jobs. 2. Research by faculty may increase to: a. keep abreast of subject areas; b. develop life adjustment & enrichment courses. 3. Increased funding for research aimed at enhancing quality of life for minorities, elderly, handicapped, and women.

Societal Area: INSTITUTIONS AND GOVERNMENT

Impact Statements

Institutional Sector:	
PURPOSE	1. No impact on basic purpose of ASU. 2. Demands for greater attention to human needs, stricter accountability, & higher quality may lead to reordering of priorities within traditional purpose.
ORGANIZATION AND ADMINISTRATION	A. Greater attention to essential human needs: 1. Organizational structures expected to identify human needs earlier and propose workable solutions. 2. Additional resources for public affairs to publicize university programs meeting essential human needs. 3. Demands on placement office to guide students into areas with employment opportunities. 4. Traditional departments expected to be flexible and adaptable to changing human needs. B. Stricter accountability: 1. Demands for more accurate & complete record-keeping. 2. More difficulty in establishing new programs or offices. C. Higher quality: 1. Demand for expanded career development and placement programs. 2. Administrator performance will be evaluated. 3. Administration expected to work more closely with the local community on human services.
EDUCATIONAL PROGRAM	A. Educational programs adjusted to meet students' needs: 1. Wider variety of students requiring more remedial and development support. 2. Efforts to preserve a strong liberal arts undergraduate education. B. Stronger demands for accountability: 1. Traditional programs may have to justify their existence in terms of quality and meeting human needs. 2. Program and course objectives to become more clearly defined, teaching methods & evaluation procedures detailed. C. Influence of expectations of higher quality: 1. More remedial assistance for students not fully prepared. 2. Necessity of reconciling conflicting goals of vocationalism and traditional liberal arts education. 3. Educational programs adjusted to meet complex problems not addressed by traditional academic programs.
FINANCIAL RESOURCES	A. High priority of essential human needs of students, citizens, and community: 1. More attention in state and federal regulations to equal opportunity, health, and transportation. 2. Larger role for ASU in providing information services to local institutions and government. 3. Priorities for capital improvements to focus on efficient use of existing facilities. 4. Requests for assistance from local government in meeting community needs.

Institutional Sector:	
	B. Stricter accountability: 1. Capital improvements to meet federal, state, and local standards. 2. Educational programs dropped because of inadequate financial support. 3. Greater centralization of control over allocation of financial resources within ASU & UNC-GA. C. Competing program demands to require establishment of clear priorities related to program quality.
FACULTY	**A. Opportunities for faculty to address human needs:** **1. More research grants to meet public needs.** **2. Increased "retreading" of faculty to meet new program needs.** **3. Greater weight in faculty evaluation on community service and willingness to adapt to changing needs.** **B. Stricter accountability, leading to more "administrative" duties for faculty:** **1. Demands for clear course and program objectives, methods, and evaluation procedures.** **2. Faculty responsible for maintaining national standards in educational programs.** C. Burden of higher quality to rest with faculty: 1. Faculty expected to demonstrate continuing development in academic discipline. 2. Faculty to be responsive to national standards of excellence within discipline and higher education. 3. Faculty to require high standards of performance for students in teacher education.
LIBRARY	A. Attention to human needs to result in limited shifts in resource allocation: 1. Expenditures to increase for learning resources that address human needs. 2. Added emphasis on library as public information center. 3. Private and public groups to request library purchase high cost educational materials. B. Stricter management & accountability systems in library: 1. Improved management and acquisition techniques. 2. More careful screening of traditional expenditures. 3. Public demand for access to government documents. 4. More comprehensive indexing of library materials to serve public. C. Higher quality expectations of faculty and accreditation agencies: 1. Continued state funding for library materials for traditional liberal arts. 2. Library to be evaluated according to national standards by accreditation agencies. 3. Requirement of sufficient resources for expanding programs. 4. New expenditures for teacher education materials to strengthen North Carolina public instruction program. 5. Demand for expanded research services. 6. Request for expanded information services to community and region.

Institutional Sector:	
STUDENT DEVELOPMENT SERVICES	A. Attention to human needs: 1. Preventive and emergency treatment at new health center. 2. Non-essential services terminated or reduced. 3. Demands on placement office to guide students into appropriate areas of employment. B. Stricter accountability: 1. Termination of use of student activity fees to support peripheral programs. 2. Cultural programs expected to meet educational purposes. 3. More effective management techniques, personnel supervision, & evaluation procedures. C. Difficulty of increasing quality of student services with limited resources: 1. Demand for expanded placement and career development programs.
PHYSICAL RESOURCES	A. New resources to meet human needs: 1. More facilities and equipment and removal of physical barriers for handicapped. 2. New equipment in areas of energy development/conservation, health care, transportation. 3. Fewer resources for general maintenance, instructional equipment, and classroom buildings. 4. Pressure to phase out New York and Washington campuses as expensive "frills." B. Stricter accountability for physical resources: 1. Substantial justification for funds for maintenance or renovation of existing facilities. 2. Reliance on private sector for "special purpose" equipment limited by demand for justification and cost/benefit data. 3. Contributors to hold administrators responsible for providing adequate physical resources. C. Higher quality to be achieved in several categories: 1. Campus made more accessible to the public. 2. Possible update of equipment in computer systems, laboratory sciences, audio-visuals. 3. Efforts to make ASU facilities and equipment available to local community.
SPECIAL ACTIVITIES	A. Attention to human needs to produce changes in allocation of resources in special activities: 1. Career-oriented or professional development programs to receive preferred treatment. 2. Community needs programs to receive continued support, hiring of staffs for "special programs" to continue. 3. Programs not meeting student or local and community needs to be phased out. B. Demands for stricter accountability to increase, program directors expected to demonstrate programs are productive, effective and efficient. C. Difficulty of achieving higher quality with no increases in state or university funding for special activities.

Institutional Sector:		
GRADUATE PROGRAM	A.	Public & private funds for programs meeting human needs: 1. Programs such as biology (energy), psychology & sociology (gerontology), criminal justice, planning, adult & community education to be supported.
	B.	Demands for stricter accountability to require additional staff: 1. More faculty & staff time for report writing, planning, & evaluation of graduate programs. 2. Faculty reluctance to undertake new programs if standards of accountability restrict freedom.
	C.	Graduate programs to be expected to meet standards of high quality.
RESEARCH	A.	Increased attention to human needs in area of research: 1. Research projects directed at state & regional needs to receive priority funding. 2. Low priority for projects not addressing issues of concern to university or state. 3. ASU to cooperate closely with local institutions & government in applied research. 4. Difficult to attract federally supported programs if ASU concentrates on local and regional needs. 5. Support for research in traditional academic fields to decline.
	B.	Stricter accountability in research: 1. Clearly identifiable results expected by grantors. 2. ASU to demand tangible evidence of productivity when university funds invested. 3. Researchers expected to explain how university supported projects meet university purpose.
	C.	Higher quality in research encouraged: 1. More resources invested in research support, off-campus scholarly assignments, travel grants, etc. 2. Faculty encouraged to seek outside funding for research. 3. Research to support instructional programs or improve secondary education to have high priority. 4. Encouragement of faculty to serve regional needs through research.

Societal Area: GLOBAL AFFAIRS

Impact Statements

Institutional Sector:		
PURPOSE	1.	Need to preserve ideal of a 'liberal education' despite pressures of worsening world economy.
	2.	Give students a coordinated and impartial study of international affairs.
	3.	Clearer recognition of role of ASU in expanding horizons to achieve a more universal outlook.
ORGANIZATION AND ADMINISTRATION		No specific impacts, but administration should maintain awareness and understanding of world trends.
EDUCATIONAL PROGRAM	1.	Decline in number of students from lower, lower middle & minority classes enrolling in university owing to austerity budgets.
	2.	Renewal of military draft will affect enrollment.
	3.	Decreasing dollar value abroad will affect student foreign travel adversely.
	4.	Foreign student enrollment prospects mixed: dollar decline makes U.S. more accessible, but U.S. less favored by underprivileged nations.
	5.	Need to emphasize international course offerings.
	6.	Need to hire more international faculty.
	7.	Need to promote increased study of foreign languages.
	8.	Future teachers must be aware of political, geographical, and historical factors influencing world events.
FINANCIAL RESOURCES	1.	Need for critical, objective examination of existing & proposed programs in view of worsening world economy.
	2.	Need to seek funds from non-state sources to promote global affairs programs.
	3.	Enrollment to drop if federal & state governments demand students bear more costs of education.
FACULTY	1.	Economic and international problems make university environment attractive and allow selectivity in faculty recruitment.
	2.	Faculty age and length of service to increase, tenure more difficult to obtain, less advancement.
	3.	Vigorous competition among departments for reallocated and new faculty positions.
	4.	Difficult for faculty to keep in touch with others in respective disciplines owing to salary declines & travel expenses.
	5.	Dollar decline abroad to restrict foreign travel and research and increase cost of books and periodicals published abroad.
	6.	Need to make students aware of global affairs by hiring more international faculty.
LIBRARY	1.	Increasing cost of raw materials to affect library budget.
	2.	Library to suffer from cuts in federal & state budgets.
	3.	Difficult for libraries to afford new retrieval systems.
	4.	Dollar decline abroad to make acquisitions of books, periodicals, films, and videotapes from abroad difficult.

Institutional Sector:		
STUDENT DEVELOPMENT SERVICES	1.	Decrease in funds for student services because of national defense spending, inflation, etc.
	2.	Program and service demands to increase in response to international and national problems.
	3.	Need for special services, such as "international dormitory," if more foreign students enroll.
	4.	Faculty and student exchange programs require reevaluation.
	5.	Cultural programs need to consider the whole international community.
PHYSICAL RESOURCES	1.	Need to examine priorities in capital improvements in response to declining resources.
SPECIAL ACTIVITIES	1.	Opportunity to extend to region programs to increase understanding of international affairs.
	2.	Need to reorganize and redefine responsibilities of Office of International Studies to provide more comprehensive activities.
GRADUATE PROGRAM	1.	Programs for graduates to be chosen with great attention to job opportunities and societal needs.
	2.	Need for foreign language studies and English as second language.
	3.	Need to recruit more foreign graduate students with adaptable fees.
	4.	Decline in number of graduate students in case of military confrontation.
RESEARCH	1.	Priority funding for projects involving energy use, education, public health and safety.
	2.	Research projects required to justify their existence in face of cutbacks in funding.
	3.	Decline in resources for research to have less impact on ASU given its slight dependence on these funding resources.
	4.	Global realities to require broad based, relational, synthetic, holistic research.

Societal Area: ENVIRONMENT

Impact Statements

Institutional Sector:	
PURPOSE	Pressure to direct emphasis of ASU's purpose toward: 1. Being a regional model of environmentally sound operation especially in food and energy consumption. 2. Serving the region in education and application of environmentally sound practices.
ORGANIZATION AND ADMINISTRATION	1. Pressure on administrators to be more knowledgeable and accountable in environmental matters.
EDUCATIONAL PROGRAM	1. Pressure on ASU to place greater emphasis in curriculum on: a. vocational & self-sufficiency skills and technologies; b. interdisciplinary perspective to solve problems of human interaction with environment; c. preparing people to represent environmental interests. 2. Pressure on ASU to retrain faculty to adjust to demands for relevant curricula. 3. Pressure on ASU to address environmental problems of its region.
FINANCIAL RESOURCES	1. Demands for environmentally sound land use planning in future capital improvements. 2. Pressure to become a model consumer of energy, food, services, material resources. 3. Demands on budget to meet spiraling energy costs to detriment of non-energy items. 4. Demand for ASU to fund energy and land use related research.
FACULTY	1. Faculty may be drawn into conflict between environmental interests and business and agriculture. 2. Development of instructional materials and research related to community development and energy to be encouraged in social and physical sciences. 3. Pressure to retrain faculty to adjust to demands for relevant curricula.
LIBRARY	1. New educational programs will strain library budget more. 2. Demand for up-to-date holdings for research on environmental problems. 3. Pressure for non-book items to be funded from a separate budget line item. 4. Requests for increased library resources to support institutional outreach programs. 5. Increased demands on library facilities as transportation costs lead more students to spend weekends on campus.
STUDENT DEVELOPMENT SERVICES	1. Increased demands for on-campus activities because of energy shortages. 2. Increased complementary education activities related to energy self-sufficiency and environmental concerns.

Institutional Sector:		
PHYSICAL RESOURCES	1.	Competition for campus land use among conventional building concepts, environmental concerns, and recreational needs.
	2.	Present flood plain practices will aggravate flood damage.
	3.	Need for local input to prevent state & federal agencies from making decisions potentially harmful to local environment.
	4.	Energy costs to influence existing facilities and proposed capital improvements.
	5.	Demand that future capital improvements be compatible with environment and have multiple use capability.
SPECIAL ACTIVITIES	1.	Pressure to offer more regional programs on energy, land use planning, waste management, etc.
	2.	Demands for a well trained faculty to deliver public service programming on energy self-sufficiency and land use.
	3.	Increased difficulty for adult students to commute to class owing to energy shortages.
	4.	Demand by adult students, in face of declining consumer purchasing power, that continuing education costs be borne by state and federal funds.
GRADUATE PROGRAM	1.	Potential increase in graduate enrollment owing to population shift from urban to rural areas and to sunbelt; demand for research on recreational land use, alternative energy, pollution.
	2.	Less money available for graduate students if government research allocations decrease.
RESEARCH	1.	Research efforts to eliminate threats to environment resulting from population increase & to determine type of industry suited to region.
	2.	Research to develop more environmentally benign energy systems.
	3.	Increased cost of research to require sharing of research facilities and personnel by small industrial firms and small educational institutions.
	4.	Increased need for research to require more equipment.
	5.	Increased demand for university to fund energy and land use research.

Societal Area: ENERGY

Impact Statements

Institutional Sector:		
PURPOSE	1.	Minimal impact on ASU's purpose.
	2.	High energy costs may reduce degree to which purpose can be met and may cause greater emphasis on field-based instruction.
ORGANIZATION AND ADMINISTRATION	1.	Need for energy conservation office.
	2.	Decrease in enrollment if fuel shortages make travel to and from campus more difficult.
	3.	Possible revision of academic calendar to take advantage of milder weather.
	4.	More local emphasis on programs and functions in which ASU is involved.
	5.	Long-range plans to take into account potential energy shortages and higher costs.
EDUCATIONAL PROGRAM	1.	Need for careful management and planning, prioritization of programs, careful expenditure of resources.
	2.	More students attending community colleges and later transferring to four-year college because of energy costs.
	3.	Possible curtailment of out-of-state and commuter enrollment.
	4.	Higher cost for college education.
FINANCIAL RESOURCES	1.	Increase in cost of housing.
	2.	Increase in cost of fuel.
	3.	Taxpayers may share fuel costs with students.
	4.	Decrease in private donations to foundations, etc.
	5.	More government support expected.
	6.	Difficult to predict yearly operating budget accurately owing to volatility of energy costs; expensive one-time costs for energy conservation measures.
FACULTY	1.	Decrease in student enrollment and shifts in financial resources would affect faculty.
	2.	Retrenchment caused by decreased enrollment could affect faculty security and increase teaching loads.
	3.	Reallocation of financial resources could mean less money for faculty salaries, travel, research, etc.
	4.	Fuel shortages could hamper faculty commuting, travel, and recruitment.
LIBRARY	1.	Possible lifestyle changes and increased use of library owing to expensive energy.
	2.	Library can provide technical information on energy problems.
STUDENT DEVELOPMENT SERVICES	1.	Reevaluation and justification of programs and of multi-purpose used monies resulting from energy costs.
	2.	Student housing to be brought up to energy conservation standards.
	3.	Scheduling of student activities during daylight hours to conserve energy.
	4.	Need to make Farthing Auditorium more energy efficient.
	5.	Higher cost of transportation for large groups may affect booking of symphonies, opera companies, etc.

Institutional Sector:	
PHYSICAL RESOURCES	1. Staff size to remain stable because of fuel costs. 2. Upgrading of less efficient buildings. 3. Older buildings removed on earlier schedule. 4. Need for more money to install computer-controlled systems. 5. Revision of physical resources power plant to provide for at least two fuels. 6. Need for funding to comply with comprehensive national energy plan, if authorized and implemented. 7. Monies for replacement equipment, maintenance, and plant development to decline; less pressure for additional parking spaces if alternate transportation is provided. 8. Less use of air conditioning. 9. Special equipment and hazards exempted from conservation program. 10. More computer management of energy consuming equipment. 11. Sacrifice of physical maintenance as costs peak. 12. Alternate energy sources will be found and utilized.
SPECIAL ACTIVITIES	1. High transportation costs could reduce bookings at Continuing Education Center. 2. Camps and outdoor programs would suffer most during fuel shortages. 3. Shortage and/or high cost of fuel could kill community services and international studies. 4. Oral history affected by fuel costs. 5. Energy conservation may cause on-campus special activities to maximize daytime functions, match audience to room size, coordinate travel, reduce activities, etc.
GRADUATE PROGRAM	1. Higher fuel costs could hurt enrollment in extension and summer courses, both important elements in graduate program. 2. Higher commuting and housing costs could hurt summer graduate enrollment.
RESEARCH	1. Little impact on research activities.

Societal Area: ECONOMY

Impact Statements

Institutional Sector:	
PURPOSE	1. Greater trend away from liberal arts to more vocational curriculum if ASU tries to respond to enrollment decline by attracting nontraditional students. 2. Possible trend toward special programs for older students and more of a "community education" function to serve new student population. 3. Need to reexamine ASU's international and intercultural efforts as result of greater international interdependence.
ORGANIZATION AND ADMINISTRATION	1. Increased governmental control could affect university operations and course content. 2. Increased inflation may require increased administrative efficiency, reduced costs, and retrenchment of administrative personnel. 3. More administrative expertise and personnel in admissions for more active recruitment of students. 4. Administrative expertise in active legislative lobbying for public funds to meet rising costs. 5. Need for personnel with greater expertise in energy technology. 6. Pressures for faculty unionization might change administration/faculty relationship and require administrators trained in collective bargaining. 7. More faculty involvement in administrative duties if size of administration is reduced. 8. Expectation of university assistance in finding employment for professional spouses of prospective employees.
EDUCATIONAL PROGRAM	1. Two conflicting trends: demands for vocational/technical training vs. traditional students' demands for programs in energy, environment, international studies. 2. Need for part-time programs to meet needs of women students from two-income families. 3. More quality off-campus and correspondence programs because of energy crisis. 4. Demands for program evaluation to provide adequate data to support programs questioned by taxpayers. 5. Increased demand for programs related to medical care industries.
FINANCIAL RESOURCES	1. Decline in availability of financial resources. 2. Possible across-the-board salary cuts and/or reduction in number of administrators and faculty. 3. Need to seek other sources of revenue. 4. Emphasis on fund-raising from private sector.
FACULTY	1. Two contradictory trends: a. demand for mandatory retirement age; b. abolition of mandatory retirement. 2. Impact of decline in faculty salaries relative to inflation: a. decline in supply of Ph.D.s seeking employment at undergraduate institutions; b. problems in hiring new faculty because of dual employment demands of married professionals; c. faculty seeking non-academic employment;

Institutional Sector:	
	d. faculty seeking additional outside sources of income; e. demands for faculty retrenchment; f. faculty demands for unionization; g. demand for hiring women and minorities as faculty and administrators. 3. Faculty demands for: a. assistance in retraining and in funding alternate employment; b. salaries and workloads in line with sister institutions; c. regular sabbatical leave; d. due recognition of service (committee work, etc.) by reduced workloads or merit increases.
LIBRARY	1. Need to relocate parts of library collections if adult off-campus enrollment increases dramatically. 2. Possible demands of library staff for unionization. 3. Need to increase library holdings to meet changing regional needs. 4. Need for more library holdings relative to health care industry and possibly employment of specialist in medical publications. 5. Need to seek alternate sources of funds for library.
STUDENT DEVELOPMENT SERVICES	1. Student demand for more career-oriented courses. 2. More mass transit needed on and around campus. 3. Greater need for career counseling adaptable to changing labor needs. 4. Reevaluation of cultural programs owing to decline in funding. 5. Movement toward putting athletic programs on self-supporting basis.
PHYSICAL RESOURCES	1. Emphasis on energy conservation and most efficient utilization of resources. 2. Consideration given to closing for coldest part of winter if energy crisis worsens. 3. Parking areas converted to playing fields or gardens if mass transit develops.
SPECIAL ACTIVITIES	1. More part-time programs for women and students from two-income families. 2. Development of more quality off-campus programs for adults in response to energy crisis.
GRADUATE PROGRAM	1. Possible increase in graduate school applicants owing to tight job market. 2. Need to make graduate program more relevant to students' career-related needs. 3. Possible impact of faculty unionization upon graduate student teaching assistants and enrollment. 4. Possible growth in demand for graduate programs in hospital administration and allied medical fields.
RESEARCH	1. Expectations of greater support for research, such as: a. sabbatical leave; b. increased released time and summer grants; c. graduate assistants to replace faculty on off-campus scholarly assignments; d. reward for scholarly publication; e. opportunities and support for research comparable to that offered at other state institutions.

Societal Area: SCIENCE AND TECHNOLOGY

Impact Statements

Institutional Sector:		
PURPOSE	1.	No impact upon ASU's purpose.
ORGANIZATION AND ADMINISTRATION	1.	No impact upon organization and administration.
EDUCATIONAL PROGRAM	1.	Increased demand for courses in physics, chemistry, biology, math, geology, & computer science in response to industry and government needs.
	2.	Increased demand in above disciplines for courses concerned with applications to problems discussed in Stage 3/4 report.
	3.	Inadequate funding for laboratory supplies and equipment threatens ability to meet above demands.
	4.	Greater treatment of scientific/technical issues in social sciences.
	5.	Increased utilization of broadcast media and correspondence formats for non-laboratory courses.
	6.	Audio-visual services directly involved in production and dissemination of correspondence materials.
FINANCIAL RESOURCES	1.	Fuel prices & possible rationing would discourage commuting and reduce revenues.
	2.	Fuel prices and rationing would curtail faculty travel and cause shift to broadcast facilities/correspondence format for extension students.
	3.	More federal & state grants available for energy conservation.
	4.	Microwave cooking could reduce food service energy costs.
	5.	Use of computerized car pools for travel; more bicycles and motorcycles on campus; no need for parking deck.
	6.	Use of compact, diesel-fuel cars and alcohol fuel by motor pool.
	7.	Possible burning of refuse and wood in steam plant.
	8.	Possible shift of telephones to optic fiber transmission.
	9.	Possible termination of evening lighting of tennis courts.
	10.	Increased use of heat pumps and passive solar heating in construction and renovation projects.
	11.	Higher priorities for projects in Rankin Science Building, Herbarium, and Industrial Arts in response to demand for scientists/technologists.
	12.	Possible use of broadcast facilities and computer-assisted instructional terminals as alternative to travel for extension courses.
	13.	Increased availability of wind-power technology for some of campus electrical needs.
FACULTY	1.	Increased pressure for provisions for travel, sabbaticals, and local research in science/technology.
	2.	Failure to attract fresh faculty talent & loss of most competent present science/technology faculty to industry if research facilities & graduate program support not provided.
	3.	Higher enrollments in science/technology courses; need for more faculty.
	4.	Pressure on ASU to raise salaries of science/technology faculty or liberalize restrictions on fees for external consulting.
LIBRARY	1.	Possible use of broadcast facilities to reach extension students.

Institutional Sector:		
	2.	Greater use of correspondence course formats & programmed instructional technology with large role for audio-visual services.
STUDENT DEVELOPMENT SERVICES	1.	Need to increase recruitment of scientifically & mathematically talented students & provide early career counseling.
	2.	Give students early exposure to professional scientists and technologists as speakers.
	3.	Expand placement efforts in science/technology; broaden industrial contacts.
	4.	Monitor industrial and business satisfaction with graduates as feedback for curriculum planners.
PHYSICAL RESOURCES	1.	Possible use of microwave cooking techniques by food services.
	2.	Use of computer to arrange car pools for extension and campus commuting.
	3.	Demand for secure parking spaces for bicycles & motorcycles.
	4.	Use of compact, diesel-engine cars & alcohol fuel by motor pool.
	5.	Possible burning of refuse and wood in steam plant instead of purchasing trash compactor.
	6.	Possible shift of telephones to optic fiber cables.
	7.	Increase use of heat pumps and passive solar heating in construction and renovation projects.
	8.	Higher priorities for projects in Rankin Science Building, Herbarium, and Industrial Arts in response to demand for scientists/technologists.
	9.	Possible use of broadcast facilities & computer-assisted instructional terminals as alternative to travel for extension courses.
	10.	Increased availability of wind-power technology for some of campus electrical needs.
	11.	Conflict between night-lighting of tennis courts and energy conservation needs.
SPECIAL ACTIVITIES	1.	Use of broadcast, videotape, and programmed instructional facilities for extension, requiring coordination of faculty, AV services, and community services.
	2.	Increased demand for off-campus instruction as fuel becomes more expensive and scarce.
	3.	Increased demand for technical/scientific training, causing diversification of extension program beyond education courses.
	4.	Conference possibilities for continuing education in scientific/technical issues.
GRADUATE PROGRAM	1.	Demand for courses relating to energy technology, conservation & production, agriculture, microcomputer technology, land use, integrated circuits, chemical pollutants & toxins.
	2.	Consensus among scientific disciplines that present facilities, course offerings, & research activity insufficient except in mathematics & computer science.
RESEARCH	1.	Large increases in federal funding (NSF, Defense, DOE) for basic research at universities, especially in physical sciences, engineering, & mathematics; attempts to encourage industrial-university research consortia.
	2.	Increased research by faculty in science/technology if ASU supports & encourages it, provides research facilities, & relief from conflicting policy.
	3.	Topics of research will follow national emphasis.

Societal Area: HUMAN SETTLEMENTS

Impact Statements

Institutional Sector:	
PURPOSE	Societal trends: 1. Need to redefine purpose to include greater commitment of resources to adult education. 2. Need to redefine purpose to eliminate lip service to research as primary mission; creation of new knowledge not likely to be primary goal given present settlement trends & ASU student clientele. 3. ASU to retain mission as regional rather than research institution. Value Shifts: 1. University purposes unlikely to change, especially as related to liberal arts and general education. Need commitment to actualize pledge in face of value shifts. 2. Need to make good on commitment to humanistic values by formulating a clear statement of purpose which is carefully implemented.
ORGANIZATION AND ADMINISTRATION	No specific impacts upon organization and administration.
EDUCATIONAL PROGRAM	1. Need to increase efforts in academic programs related to planning. 2. Need for curriculum to adjust to needs of a slightly older student population, drawn to greater extent from local area. 3. Need for more specific and varied courses for traditional and older students.
FINANCIAL RESOURCES	1. Need increased financial resources to attract faculty and instructional equipment and materials to serve educational needs of the region.
FACULTY	Societal trends: 1. Need to recruit faculty with varied educational and cultural backgrounds to meet needs of changing population. 2. ASU's ability to recruit qualified faculty enhanced by increased desirability of small town environment & accessibility of metropolitan areas. 3. ASU likely to maintain enrollment & faculty positions, owing to attractiveness of rural setting to urban residents. 4. Predicted increase in area population may result in increase in part-time and special students, with different educational expectations. 5. Attempts to recruit and retain black faculty to be hindered by low ratio of blacks in area. Value Shifts: 1. Increased demand for faculty in business & technical programs. 2. Pressure on liberal arts faculty to convince students of benefits of liberal arts or adjust programs to careerist demands. 3. Need for interdisciplinary programs involving cooperation of liberal arts and business faculty.

Institutional Sector:	
	4. Pressure on faculty for involvement in activities which contribute to positive institutional images. 5. Possible decrease in professional freedoms of faculty as demands for accountability & efficiency grow; result might be increased faculty support for unionization.
LIBRARY	Societal trends: 1. Interaction with libraries throughout the world via new communication technologies. 2. More expensive to maintain excellent library collection owing to information explosion. 3. Need to increase holdings and staff to serve projected larger population in northwestern North Carolina. 4. Need for ASU to serve region by becoming major repository for primary manuscript data on Southern Appalachians. Value Shifts: 1. Need to reevaluate present library fund allocation formula to prevent over-specialization of collection.
STUDENT DEVELOPMENT SERVICES	Societal trends: 1. Student body will continue to prefer "popular programs" to serious artistic offerings. Value Shifts: 1. Pressure on cultural affairs programs to justify use of student fees for programs not "popular." 2. Need to "sell" students on inclusion of full western heritage in arts programs.
PHYSICAL RESOURCES	1. Decided impact upon physical resources if enrollment increases.
GRADUATE PROGRAM	Societal trends: 1. Growth in graduate programs appealing to retirees & middle-management personnel if these types settle in Boone area. 2. Less demand from retirees and professionals for traditional graduate programs, although humanities might have some appeal for retirees. 3. Report of Carnegie Council on Policy Studies in Higher Education suggests small graduate programs not likely to prosper. Value Shifts: 1. Need for graduate programs in humanities to demonstrate their value to business-oriented students through imaginative innovations.
RESEARCH	1. Faculty research more likely in problems that affect local area, especially planning.

Societal Area: WORK

Impact Statements

Institutional Sector:	
PURPOSE	1. Need to prepare students to adapt personal experiences & degrees to employment opportunities.
ORGANIZATION AND ADMINISTRATION	1. Increased financial support as alumni move into new occupations and more influential positions.
EDUCATIONAL PROGRAM	1. Need for more career mobility may increase demand for continuing education programs. 2. Program development support likely for adult-oriented programs. 3. World market growth will require that professional/management personnel be more aware of international social, cultural, and economic trends.
FINANCIAL RESOURCES	1. Increased funding for projects concerning changing lifestyles of workers. 2. More support for adult-oriented programs, especially related to career changes and leisure-time activities. 3. More financial support as alumni move into new occupations and more influential positions. 4. Difficult to anticipate resource allocation needs as work trends change.
FACULTY	1. Increased need for faculty development activities for faculty teaching a 12-hour load.
LIBRARY	1. Current library budget inadequate for anticipated growth in output of printed materials.
STUDENT DEVELOPMENT SERVICES	1. World market growth will require that professional/management personnel be more aware of international social, cultural, and economic trends. 2. Need emphasis on counseling & vocational planning to make students aware of opportunities for utilization of professional and leisure time.
PHYSICAL RESOURCES	1. Students need more "hands-on" experience with technical equipment. 2. Academic growth areas will need more space.
SPECIAL ACTIVITIES	1. Students likely to seek non-academic leisure-related activities. 2. Expansion of continuing education programs as work force seeks retraining and skill development programs. 3. Support more available for adult-oriented programs. 4. Need for more career mobility may increase demand for continuing education programs.
GRADUATE PROGRAM	1. Opportunity to increase graduate programs allowing upward mobility in areas such as professional and technical services, government services, banking, legal, accounting, data processing, and medical services.
RESEARCH	1. Increased need for faculty time & resources for research. 2. More funds available for research projects concerning changing lifestyles of workers.

Societal Area: LIFESTYLES

Impact Statements

Institutional Sector:		
PURPOSE	1.	Heightened interest in practical/technical knowledge may threaten ASU's purpose as presently defined.
ORGANIZATION AND ADMINISTRATION	1.	Pressure to modify programs to meet needs of older, nontraditional students.
	2.	Recruitment, admissions standards, programs, & policies impacted by decline in number of traditional college students.
	3.	Increased demand for adequate & nearby child care facilities.
	4.	Demand by staff and faculty for jobs providing personal satisfaction, requiring administrators to consider job structure and definition.
	5.	Demands for curricular changes in areas related to health, nutrition, physical fitness, biofeedback, etc., which cut across departmental lines.
	6.	Administration challenged to consider impact of university on local environment.
	7.	Demands from students & faculty for more freedom in lifestyles.
	8.	Need for programs to help students, staff, and faculty deal with family and societal violence.
EDUCATIONAL PROGRAM	1.	Recruitment, admissions standards, programs, & policies impacted by decline in number of traditional college students.
	2.	Pressure to modify programs to meet needs of older, nontraditional students.
	3.	Possible need for programs in gerontology and studies in aging.
	4.	Possible need for additional courses on minority studies, parent education, early child development, environment, religious sects, violence and crime, nutrition and organic gardening, physical fitness, self-expression, family abuse.
	5.	Greater demand for crime prevention programs as suburban/rural crime rate increases.
	6.	Possible increase in requests for individually-designed majors.
	7.	Greater demand for courses in decision-making & career planning.
	8.	Possible need for speedier implementation of new courses to keep pace with rapid lifestyle changes.
FINANCIAL RESOURCES	1.	Possible shift of financial resources from young to old, with potential impact upon amount of government financing for higher education.
	2.	Possible demand for more support for preschool child care centers by working mothers and those attending school.
	3.	Increased need in higher education for financial assistance to encourage lifelong learning.
	4.	More financial resources required if number of ethnic minorities seeking higher education increases.
	5.	More financial resources required to meet increased concern for physical fitness.
	6.	More financial resources for women's athletic programs as number of women in higher education increases.

Institutional Sector:		
	7.	University to seek additional financial assistance from state and federal governments to meet above needs.
	8.	More pressure on funding sources from those who stand to benefit from above programs or services.
FACULTY	1.	Greater interest in teaching positions in sunbelt; more faculty working until mandatory retirement age; more women & minorities seeking employment.
	2.	More singles, shared parenting, & single parents among faculty, resulting in requests for increased child care and flexible scheduling.
	3.	Faculty requests for work load reduction to increase time for self-development and career improvement.
	4.	Increased faculty involvement in programs related to health, fitness, and environment.
	5.	Possibly greater faculty interest in collective bargaining since salaries do not keep pace with inflation.
	6.	Possible requests from faculty for help in dealing with family violence.
	7.	Faculty recruitment facilitated by attraction of ASU's rural environment.
LIBRARY		Increased demand for library resources related to:
	1.	Middle life and aging.
	2.	Parent education materials.
	3.	New interests, careers, lifestyles, especially from non-university segment of community.
	4.	Mind-body relationships, health, nutrition, physical fitness, etc.
STUDENT DEVELOPMENT SERVICES	1.	Need for new programs for older students, on topics such as: developmental & study skills, midlife change, workshops for singles and divorced persons, career/life/leisure/retirement planning, health education, child care.
	2.	Need for awareness programs for women & men as lifestyles change.
	3.	Possible demand for courses or workshops on human sexuality, decision-making, career-planning, parenthood, alcohol abuse, motivation for learning, assertiveness, ethnic awareness, self-development.
	4.	Increased demand for intramural and internship programs.
	5.	Possible student demands for adequate and nearby child care facilities and services.
	6.	Need for more women's athletic programs.
	7.	Need for student services personnel to be more knowledgeable in legal matters related to discrimination, equal opportunity, etc.
	8.	Growing importance of Admissions, Financial Aid, Placement, and Counseling Center as the concerns they serve increase.
	9.	Need to give greater attention to career counseling and information.
	10.	Opportunity for Cultural Affairs Programs to respond to growing interest in ethnic awareness, environment, parent education, health & nutrition, individualism.

Institutional Sector:		
PHYSICAL RESOURCES	1.	Increased attention to constructing buildings and creating social activities that meet needs of older people.
	2.	Greater emphasis on experience-based activities which do not use traditional structures.
	3.	More use of buildings at different hours, such as evening classes.
	4.	Use of dorms to house nontraditional students.
	5.	Increased emphasis on alternate sources of energy.
	6.	Increased emphasis on flexible building structures.
	7.	Increased need for buildings & play areas for daycare/nightcare.
	8.	Expansion of sports facilities to provide equal access for women.
SPECIAL ACTIVITIES	1.	Increase in median age of regional population may increase number of people needing and interested in Cultural Affairs, Continuing Education, International Studies, Camp Programs.
GRADUATE PROGRAM	1.	Need to develop graduate programs to serve middle aged and older persons returning for graduate work.
	2.	Opportunities for more women and minorities to attend graduate school.
	3.	Declining enrollments in disciplines in which employment opportunities are decreasing.
	4.	Students seeking graduate programs in areas of expanding employment opportunities.
	5.	More graduate students seeking professions which provide a psychological sense of worth and financial security.
RESEARCH	1.	Possible shift of federal research money to the South as population shifts.
	2.	Relevant research fields include gerontology, women's changing role, ethnic minorities, inequality, nontraditional families, child rearing, health, mental health, occupational shifts, environment, personality formation.
	3.	Applied research encouraged by increasing concern for "relevance."
	4.	Need for research on ways of integrating and improving education for differing segments of population, e.g., elderly, older women, ethnic minorities.
	5.	Increased time available for research if trend toward shorter work week included faculty.
	6.	Emphasis on individualism might increase faculty interest in independent research.
	7.	Need for research related to increased levels of social conflict.

Societal Area: EQUALITY

Impact Statements

Institutional Sector:	
PURPOSE	A. Discrimination: 1. No conflict between ASU's purpose and efforts to end discrimination. B. Affirmative Action: 1. ASU's purpose consistent with affirmative action goals as related to women. 2. ASU's purpose consistent with efforts to increase black enrollment, but results may be disappointing given low percentage of blacks in region. 3. Possible impact on ability to fulfill purpose of providing liberal education for all students in event of cutbacks in federal money. C. Other Pressures toward Equality in Higher Education: 1. Potential threat to university's commitment to stated purpose if trends toward leveling persist. 2. Possible impact of purpose ("total development of its constituency") upon admissions, retention, requirements, grading. 3. Pressures for professional equality consistent with ASU's stated purpose. 4. No impact on purpose from insistence on "competency testing."
ORGANIZATION AND ADMINISTRATION	A. Discrimination: 1. Administration expected to formulate plans to detect and remedy covert discrimination within university. B. Affirmative Action: 1. Expectation of increased efforts in affirmative action, especially with regard to faculty and staff women. 2. Trustees and administration expected to note and respond to preponderance of white males in top administrative positions. 3. Deans, chairpersons, etc. more accountable for de facto inequities among their constituents. 4. Possible precedence of redress of financial inequities over affirmative action policies. C. Other Pressures toward Equality in Higher Education: 1. Conflicting pressures for a totally open admissions program and demands for educational accountability.
EDUCATIONAL PROGRAM	A. Discrimination: 1. Additional costs incurred and more faculty needed if appreciable numbers of handicapped students enroll. B. Affirmative Action: 1. Need for increased efforts to attract more black students. 2. Increased role for Special Services Office if more members of social, economic, and ethnic minorities enroll. 3. Potential need for more in-service training and professional development courses to enhance promotions of women and minorities.

Institutional Sector:	
	C. Other Pressures toward Equality within Higher Education: 1. Possible proliferation of courses in response to pressures for more credentialling. 2. Additional remedial courses and continued grade inflation if pressures for open admissions triumph. 3. Possible establishment of minimum levels of competencies for each course.
FINANCIAL RESOURCES	A. Discrimination: 1. Sex and racial discrimination disappearing at ASU. 2. Continued problem of removing architectural barriers; estimated cost of $712,000 during next 10 years; high cost of providing compensatory services for handicapped students. B. Affirmative Action: 1. Continuing efforts to equalize salaries for men/women. 2. Possibly great changes in financial/funding system of UNC should HEW/Dept of Education win its suit with the UNC system. C. Other Pressures toward Equality in Higher Education: 1. Possible pressures to provide special programs for learning disabled and more remedial education. 2. Possible faculty demand for more merit pay increases and equalization of salaries among and within departments and colleges.
FACULTY	A. Discrimination: 1. Continued monitoring of departments to see that women and minorities are represented. 2. Pressure to ignore marital status of faculty members in matters of tenure, promotion, and salary decisions. 3. More individual instruction if number of handicapped students increases. B. Affirmative Action: 1. Continued pressure by women faculty for salary increases where covert discrimination is alleged. 2. Continued discontent concerning salary inequities among departments and colleges. 3. Continued discontent if salary increases fail to keep pace with inflation. 4. More faculty inclination to unionize. C. Other Pressures toward Equality within Higher Education: 1. Emphasis upon skills instead of broad education would result in programs and departments being cut. 2. Demands for competency and accountability may aid in preservation of standards. 3. Increased pressure, especially on untenured faculty, to publish. 4. Possible abolition of tenure in response to pressure to limit budgets. 5. Possibly more pressure on faculty to get involved in interdisciplinary work.
LIBRARY	A. Discrimination: 1. Services for the handicapped in library to require large expenditures for braille materials, talking books, accessibility to stacks, etc.

Institutional Sector:	
	B. Affirmative Action: 1. Increase in black students might require more black studies materials. 2. Increase in women students might require more women's studies materials. 3. Loss of library funds if government priorities in equality area cause shift of funding from other programs. 4. Library funding less threatened if government interest in equality programs declines. C. Other Pressures toward Equality within Higher Education: 1. Need to expand library if enrollment increases.
STUDENT DEVELOPMENT SERVICES	A. Discrimination: 1. Psychological Services Center impacted if enrollment of special students increases. 2. Housing expected to make alterations for handicapped students. B. Affirmative Action: 1. More women and black students would increase need for student services in all areas. 2. Employees of Student Affairs will also demand equality. C. Other Pressures toward Equality within Higher Education: 1. Impact upon Complementary Education of pressures for credentialling. 2. All facets of Student Affairs affected if minimal achievers are admitted. 3. Unemployment may attract students to ASU in need of special services from financial aid, counseling, complementary education. 4. Complementary education and financial aid services required by marginal achievers. 5. More artists and performers that appeal to minorities to be featured in cultural affairs programs.
PHYSICAL RESOURCES	A. Discrimination: 1. Barrier removal and provision of compensatory services will be expensive and complex: braille signs, improvements at traffic lights, stairways, recording facilities, special alarm systems for deaf, ice-free ramps, etc. B. Affirmative Action: 1. No foreseeable impact. C. Other Pressures toward Equality within Higher Education: 1. Open admissions policy, if resulting in larger student body, would require more housing and classrooms.
SPECIAL ACTIVITIES	A. Discrimination: 1. Continued effort to expand programs attractive to minorities. 2. Continued effort to eliminate barriers to handicapped; greater reliance on volunteer work. B. Affirmative Action: 1. Possible expansion of number of women employed in this area. 2. Continued effort to enroll black students in field-based programs. 3. Continued effort to upgrade women's pay in this area. 4. Special activities area likely to be first cut in time of budget cutbacks.

Institutional Sector:	
	C. Other Pressures toward Equality in Higher Education: 1. Probable increase in nontraditional programs at ASU unless UNC-GA creates regional "boundaries." 2. Continued effort by ASU to meet public demand for new courses and programs. 3. Possibly more flexible admissions standards for Community Services courses. 4. Probable continuation of credit for prior learning experiences. 5. Demands from staff in this area for promotion and merit pay equal to those in more traditional academic areas.
GRADUATE PROGRAM	A. Discrimination: 1. Large number of learning disabled persons unlikely to enroll in graduate program. B. Affirmative Action: 1. Increase in number of women applicants for faculty and administrative positions in Graduate School. 2. Possible trend of fewer women in education programs and more in business programs. 3. Increased efforts to attract black graduate students. C. Other Pressures toward Equality within Higher Education: 1. More applicants for graduate education who are less prepared and less capable; increased number of older students. 2. Pressure on Graduate School to offer courses in non-traditional areas and to give credit for non-academic experience. 3. Possible demand for graduate training in "remedial education."
RESEARCH	C. Other Pressures toward Equality within Higher Education: 1. Increased output of research in neglected areas in response to pressures against "elitism" and traditional research.

Societal Area: GOALS

Impact Statements

Institutional Sector:	
PURPOSE	1. No impact on ASU's purpose and mission.
	2. Emphasis on applied research to advance knowledge in change-oriented society.
	3. Pressure on ASU to develop and continue service programs to region, state, and nation.
	4. ASU will continue to give society graduates who work toward improving society and their professions.
ORGANIZATION AND ADMINISTRATION	No specific impact on organization and administration.
EDUCATIONAL PROGRAM	1. Continuous curriculum revision in response to social & value changes.
	2. Continued planning and implementation of flexible instructional and curricular changes.
	3. Social services expected to expand citizenship & ethics training.
	4. ASU expected to address the problem of disintegrating community orientations.
FINANCIAL RESOURCES	1. ASU's sources of income increasingly insecure in period of economic instability.
	2. Decline in enrollment and income if students find commuting to Boone too expensive.
	3. Real income seriously eroded by inflation and budget balancing.
	4. Loss of skilled faculty and staff to higher paying jobs unless incomes are substantially raised.
	5. Pressure to increase library allocations or suffer damage to ASU's reputation.
	6. Cutbacks in other areas to meet rising cost of fuel.
FACULTY	1. Increased attention to the moral qualities of potential faculty members.
	2. Strong pressures to eliminate "ageism" from hiring.
	3. Likely growth of pool of part-time faculty with special abilities.
	4. Possibly less restrictive government hiring procedures.
	5. Increased pressures toward faculty unionization in response to demands for greater productivity.
	6. Greater emphasis in faculty evaluation on service to region.
LIBRARY	1. Eventual easing of inflationary pressures on cost of library materials.
	2. Increased need for security and storage as film resources become more valuable.
	3. Impact of adoption of computer technology on library holdings, facilities, and services.
	4. Increased personnel and more sophisticated check-out and retrieval services to meet increased demand for service.
	5. Security system required to ensure adherence to copyright law.
STUDENT DEVELOPMENT SERVICES	1. Expanded role for complementary education in international affairs education and foreign student advising.
	2. More foreign students will increase need for "intercultural sensitivity."

Institutional Sector:		
	3.	Possible "explosion of affiliation" among students and consequently more memberships in clubs/organizations.
	4.	Increased pressures to protect student records.
	5.	Better defined responsibility for environmental health & safety.
	6.	Increased demand for services to enrich the recreational experience of older, active citizens.
	7.	Increased costs of fuel will cause: a. increased costs in special programs; b. attempts at synthesis; c. alteration of scheduling.
	8.	Upgrading of programs for "educational impact" may result in decreased attendance and rising ticket prices.
	9.	Increased need for secure space for art, theater, and films.
PHYSICAL RESOURCES	1.	More accurate measurement of maintenance personnel output may result in labor-management problems, rapid turnover of personnel, greater automation, upgrading of skills, interest in unionization.
	2.	Demands for more physical space for the campus meetings of religious groups.
	3.	Pressure for more surveillance equipment and protests against increased surveillance.
	4.	Increased pressure on physical plant to render the campus as safe as possible.
	5.	Increased use of community resources and possible reconsideration of value of distant facilities (Washington/N.Y.).
SPECIAL ACTIVITIES	1.	See Student Development Services impact statement 7.
	2.	Continuing education programs to adapt to needs of senior citizens.
	3.	Continuation of oral history project in spite of grant expiration.
GRADUATE PROGRAM	1.	University expected to increase international flavor of graduate degree programs.
	2.	Growth in graduate programs in areas promising the most economic reward.
	3.	Predicted influx of older graduate students unlikely to materialize for several years.
	4.	Less funding for graduate programs as people become concerned with personal economics.
	5.	Less demand for master of arts with educational certification.
RESEARCH	1.	Defense-related research will receive priority in government allocations.
	2.	ASU's researchers more dependent on university research grants as inflation increases.
	3.	Reduction of government role in encouragement of research.
	4.	Possible curtailment of access to resource material as demands for privacy increase.
	5.	Increased research projects on a local and regional level in response to greater interest in "community" values and concerns.

Societal Area: PARTICIPATION

Impact Statements

Institutional Sector:		
PURPOSE	1.	ASU will assume larger role in community affairs in partnership with community leaders.
ORGANIZATION AND ADMINISTRATION	1.	Increased encouragement of internal participation at all levels to meet ASU's mission on campus; need for Board of Trustees to interpret needs of the region.
	2.	More strain in relations with region if ASU's goals seem to deviate from region's "intellectual and cultural heritage" and to stress societal change.
EDUCATIONAL PROGRAM	1.	Continual university-wide representation on Academic Policies and Procedures Committee; student representation on departmental curriculum committees.
	2.	Planning required to ensure that new programs meet real needs of older students.
	3.	Continued review and elimination of nonproductive, duplicative, and qualitatively marginal courses and programs.
FINANCIAL RESOURCES	1.	Greater faculty participation in budgetary policy.
	2.	Older students more likely to be part-time students; higher headcount required to compensate in FTE's for decline in traditional age group.
	3.	Political support for adult education likely to be stronger than financial support.
	4.	State will insist on greater accountability in fiscal efficiency and program effectiveness.
FACULTY	1.	Larger roles in institutional governance for faculty representative bodies and increased activity by professional organizations.
	2.	Continuation of effort to enrich family life through cultural programs, recreational & educational endeavors, & family counseling.
	3.	Faculty development of creative programs for continuing education and continuation of programs for faculty growth.
	4.	Political support for lifelong learning, including faculty development and a more liberal sabbatical program.
	5.	Increased use of measurable evidence of faculty productivity as trend toward faculty accountability increases.
	6.	Efforts to promote faculty expertise in area of youth participation in lifelong health-related activities.
LIBRARY	1.	Library personnel will seek input into organization & structure of library.
	2.	Increased emphasis on maintaining collections which support continuing education programs.
	3.	Increased financial support for library facilities as demand for lifelong learning grows.
	4.	Increased pressure to maintain necessary library services despite less plentiful resources.
	5.	Continued faculty and student interest in participating in library services.

Institutional Sector:	
STUDENT DEVELOPMENT SERVICES	1. More student participation as their non-academic needs increase.
	2. More comprehensive student services to meet needs of all students.
	3. More political support for funds, facilities, and programs in student services area.
	4. Pressure to prove productivity in student affairs area as resources decrease.
	5. Increased emphasis on recreational activities and facilities to meet adult needs.
	6. Increased emphasis on intramural and inter-collegiate athletics and increased concern for improvement of student health services.
	7. More participation by special interest groups in student affairs activities.
	8. Participation will be reactionary as well as ongoing.
	9. Continuation of special appeals to selected advocacy groups for participation in student affairs decision-making.
PHYSICAL RESOURCES	1. More student, faculty, and community participation within organizational structure of physical plant.
	2. Continued use of off-campus facilities for regional service.
SPECIAL ACTIVITIES	1. More participation in continuing education, cultural programs, and camp programs; need for better facilities and programs.
	2. Continued attempts to attract more family participation in special activities.
	3. Special activities more comprehensive in meeting needs of all students.
	4. Political support for more financial resources, better facilities, and better programs for special activities.
	5. Pressure on special activities to demonstrate productivity.
	6. Increase in camp programs for adults, as well as youth.
	7. Continued participation in special activities by special interest groups from ASU and the community.
	8. Participation will continue to be reactionary as well as ongoing.
GRADUATE PROGRAM	1. Pressure to develop an optimum graduate program providing for increased participation and input from various sources and with appropriate professional leadership.
	2. Pressure for improved organization structure; administrative procedures capable of dealing with changing circumstances; and appropriate leadership style to accomplish desired goals.
	3. Pressure to identify necessary criteria and desired level of participation in evaluation of graduate programs; to maintain constant review; and take corrective action.
RESEARCH	1. Need for complete analysis of research and research support in order to formulate a new policy to enhance the status of ASU in area of research.

STAGE SEVEN

FORMULATING INSTITUTIONAL OBJECTIVES

Stage Seven, the formulation of institutional objectives, represented a critical phase of the self-study. The accomplishment of this stage required an analysis and synthesis of all of the data generated in the previous six stages. That is, in order to formulate objectives that would take the institution through the next decade, the Stage Seven participants were required to review the past history and present state of each institutional sector, to consider the societal trends and value shifts projected for 13 societal areas, and to give particular attention to the ways in which it was anticipated that these trends would impact the various sectors of the university. The end result of this process was to be the formulation of objectives indicative of how each institutional sector could best respond to the needs, the opportunities, and the challenges of the 1980s.

The original plan called for the Steering Committee to accomplish this stage of the self-study. However, it soon became apparent that there was far too much material to be absorbed and acted upon by just one committee. It was also agreed that the formulation of objectives for each sector of the institution was of such significance that a broader representation of all segments of the university was required. Consequently, the Steering Committee decided to create 11 working groups, one for each institutional sector, with each group being chaired by a member of the Steering Committee. In choosing the members of these working groups, the Steering Committee tried to involve in each group one representative of the institutional sector, one member of a university committee whose responsibility was related to the activities of that sector, and (for the sake of continuity) one individual from a Stage Five/Six committee. Wherever possible, the Steering Committee also sought to provide adequate representation of the various colleges, as well as student participation. Having discovered the difficulty of arranging a series of productive meetings for a large committee, the Stage Seven working groups were limited to five or six members.

Each working group was provided with the following materials:

1. The Stage One and Stage Two Purpose reports -- to provide an understanding of the evolution and present statement of the purpose and mission of Appalachian State University.

2. The Stage One and Stage Two reports for the working group's assigned sector -- to inform the participants of the growth and present state of their respective sectors and to enable them to identify specific problems or circumstances in need of improvement or change.

3. All of the Stage Three/Four reports -- to share with the working groups the planning assumptions projected for each societal area.

4. The Stage Five/Six impact statements from each societal area relevant to the institutional sector assigned to a given working group -- to indicate how, in the opinion of the Stage Five/Six groups, each sector would be affected by projected trends in the 1980s.

5. Parts C and D (planning assumptions and projections for the future) of all departmental self-studies submitted by February 1, 1980 -- to indicate what role the departments envisioned for themselves in the 1980s.

6. Any recommendations submitted by committees that participated in previous stages, as well as a copy of the U.S. News and World Report supplement, "Challenges of the '80s" (a collection of projections in a variety of areas).

The working groups were instructed to examine these materials and, after some reflection and discussion, to formulate a series of appropriate objectives for their respective institutional sectors. The groups were urged to be creative and to avoid becoming overly concerned with the feasibility of their objectives, since questions of feasibility and compatibility were to be taken up in Stages Eight through Twelve.

The working groups were asked to include the following elements in their final reports:

1. A brief statement of each objective.

2. A paragraph indicating the compatibility of the objective with ASU's purpose or mission.

3. A reference to impact statements from Stage Five/Six reports on their institutional sector supportive of, or relevant to, the objective.

4. An identification of specific results that would indicate achievement of the objective, or a suggestion of steps that might be taken to achieve the objective (as indicators of efforts taken in support of the objective).

The 11 reports that follow conform to this format and offer a number of objectives for each institutional sector. The Steering Committee, upon receiving these reports from the working groups, carefully discussed each objective, sometimes suggesting additions, deletions, clarifications, or other revisions. Each working group was represented during these discussions by its chairperson, as well as any other group members who cared to attend. Although the Steering Committee recommended changes in some of the reports, it agreed that it would make no final decision with respect to any objective proposed in Stage Seven until each had been evaluated by other committees in Stages Eight through Twelve. Only in Stage Thirteen, after each objective had been tested for compatibility, significance, impact, and feasibility, would the Steering Committee reach a decision as to whether to recommend its adoption.

Institutional Sector: PURPOSE

Purpose 1: Appalachian State University will seek to ensure that its statement of purpose accurately reflects the character and aspirations of the institution. Specifically, adoption of the following revised statement of purpose is recommended:

> Within the framework of higher education established by the State of North Carolina, Appalachian State University seeks to nurture an intellectual climate in which truth is sought and respected, critical thinking is encouraged, cultural horizons are broadened, and ethical and aesthetic values are appreciated. It maintains an academic environment conducive to learning, sensitive to individual needs, and alert to the new ideas and challenges of a complex and changing world. To prepare a diverse constituency for productive lives in society, the university provides each student with a well-rounded liberal education and the opportunity to participate in a wide range of educational experiences and professional programs. The university's faculty and administration are dedicated to excellence in teaching, research, and service. Within the limits of its resources, Appalachian State University serves the educational needs of all the people of North Carolina.

Relevant Stage 5/6 Impact Statements (Purpose sector):

Revision of ASU's statement of purpose is needed for several reasons. First, a number of points in the current statement are vague, misleading, or unrealistic. While any statement of purpose must inevitably be general in nature, it should also be as accurate as possible. Second, while the overall purpose of Appalachian State University remains unchanged, there have been important shifts in emphasis and mission during the past few years that should be articulated in any official statement of purpose. Third, participants in the self-study have generated a number of important new ideas that should be incorporated into any statement that seeks to define ASU's unique purpose in the 1980s. Taking these factors into consideration, the Stage Seven Working Group on Purpose has sought to give additional emphasis to the following factors:

1) attention to intellectual development
2) emphasis on quality and excellence
3) academic diversity and innovation
4) concern for student needs
5) attention to national and global issues
6) ASU's state-wide responsibility

We believe that such revisions are also supported by the following Stage 5/6 Impact Statements for the Purpose sector: Population; Institutions/Government 2; Global Affairs 1-3; Economy 2, 3; Work 1; Equality A, C; Goals 1, 3, 4; and Human Settlements.

Results:

This objective will be achieved when ASU adopts the revised statement of purpose proposed by this working group and when provision is made for periodic review and revision of the statement of purpose.

Purpose II: Appalachian State University will seek to make its statement of purpose operative by requiring that all new university programs, initiatives, and commitments be consistent with ASU's official statement of purpose.

Relevant Stage 5/6 Impact Statements (Purpose sector):

Throughout American society, including the field of education, demands for strict accountability have risen dramatically over the past few years. Similar demands have also been registered by ASU faculty and administrators involved in the self-study, especially in the Stage 5/6 Impact Statements on Institutions/Government 2, Equality, and Human Settlements (value shifts 1, 2). As a result, the Stage Seven working group on Purpose concluded that it was essential to make ASU's statement of purpose operative in order to reflect this sentiment. In so doing, the working group felt that this statement could become a more effective yardstick for evaluating current and future activities, a reminder of the limitations within which we must work, and an expression of the ideal toward which we strive.

Results:

This objective will be realized when the appropriate procedures have been established to scrutinize every new university program, initiative, and commitment for compatibility with ASU's statement of purpose.

Purpose III: Appalachian State University will establish a procedure to review periodically the implementation of institutional objectives recommended in the final stage of the self-study.

Relevant Stage 5/6 Impact Statements (Purpose sector):

Support for regularized procedures to review and monitor the implementation of self-study recommendations can be found in the Stage 5/6 Impact Statements on Institutions/Government 2; Global Affairs 3; Energy 2; Work 1; Human Settlements; Equality B, C; and Goals 3, 4.

Results:

This objective will be achieved when the Committee for Institutional Studies and Planning develops a review procedure and begins to review, report on, and make recommendations concerning the objectives adopted as a result of the self-study process.

Institutional Sector: ORGANIZATION AND ADMINISTRATION

Organization and Administration 1: To implement programs leading to greater energy conservation, efficiency, and accountability and to be prepared to evaluate academic, co-curricular, and extra-curricular programs in terms of energy consumption versus their value to the institution (e.g., cluster courses, field trips, forensics, athletics, and off-campus facilities such as the New York Loft, Washington Appalachian House, and Camp Broadstone).

Institutional Purpose or Mission:

Rather than being related to a specific institutional purpose, the implications of this objective are far-reaching and could affect our ability to carry out the total mission of the university unless we take positive steps to ensure that we have the resources necessary to do so.

Relevant Stage 5/6 Impact Statements (Organization and Administration sector):

Environment 1; Energy 1, 2, 3, 5; Economy 5; Human Settlements 2; Lifestyles 6.

Results:

1. Establish an Office of Energy Systems Management, administered and staffed by qualified personnel, which will recommend and implement procedures and programs in a reasonable and forthright response to the necessity for energy constraints. At the same time, procedures should be established whereby the effectiveness of such an office can be evaluated in order to provide the necessary information for future directions. We should also make an effort to utilize the expertise of our faculty, students, and staff wherever and whenever possible in the establishment and ongoing efforts of the Energy Systems Management Office. Areas of possible involvement might include, but should not be limited to, energy studies of the various buildings/facilities, conducting energy research, holding energy training seminars/workshops, long-range planning for new physical plant facilities, and assessment studies of the most economic/energy efficient means of travel -- bus, plane, car, etc.

2. Implement more stringent efforts in purchasing, scheduling and/or utilizing all university vehicles toward greater energy efficiency. This should include (a) coordinating all travel requests to require as much "carpooling" as possible; (b) planning and scheduling field trips on a more integrated (interdisciplinary) basis to allow greater participation -- e.g., Anthropology/Geology; (c) scheduling more cluster courses on the same day/night whenever different courses are offered at the same location; (d) assessing vehicle use requirements in terms of trips made (length) and the number of people making trips and make vehicle assignments/re-assignments, as well as acquisitions, based on these analyses.

3. Place greater emphasis on energy technology and training as a more integral part of the curriculum and university activities. This could be done through expansion of existing courses, continuing education programs, or offering service/training seminars on new energy technologies. (The administration might also want to consider some of the programs which will be made available from the state of North Carolina.)

4. Energy and economic constraints could well precipitate new teaching methodologies and/or alternative delivery systems with which administrators at all levels must be prepared to deal. Consideration may also need to be given to revising the institution's academic calendar.

5. Investigate the feasibility of a metro-transportation (shuttle) system to bring students to campus from large metropolitan areas such as Raleigh, Greensboro, Winston-Salem, or Charlotte, especially during "peak" times such as the beginning and ending of a semester, holidays, breaks, etc.

Organization and Administration II: In the face of adversity such as dwindling financial resources, greater competition for those resources which are available, increased state and federal regulations affecting both admissions and personnel policies, and public demand for greater accountability, the administration must be prepared to make whatever changes are necessary to promote and ensure the financial security of the institution.

Institutional Purpose or Mission:

This objective is in keeping with ASU's overall mission of dedication to the total development of its constituency through programs of instruction, research, and service, since without the necessary financial resources, we cannot accomplish this purpose.

Relevant Stage 5/6 Impact Statements (Organization and Administration sector):

Population 1, 2, 3, 5; Institutions/Government A.3, B, C.1; Energy 1-4; Economy 1, 3, 4; Human Settlements 2; Work 1; Equality A.1, B.1, 2, 3, 4.

Results:

1. Give every encouragement and assistance to all groups within the university to raise independent funds whenever such funds are in the interest of the university or its programs.

2. Take more positive steps toward establishing greater support from ASU alumni, "friends," and other sources which will contribute to our overall financial security in the years to come.

3. Protect the autonomy of the institution as much as possible in our dealing with local, state, or national agencies which try to dictate further bureaucratic "red tape."

4. Establish more stringent measures of accountability for auxiliary functions (e.g., ASU Foundation, Athletics, Center for Continuing Education, New River Light and Power Company, the Bookstore, etc.). Additionally, the administration should develop and adopt internal policies which will facilitate the most advantageous and economical use of university funds; and to enhance accountability, those areas responsible for the internal measures of "auditing" expenditures and revenues should report solely to the Chancellor, since ultimately the Chancellor alone is the one held accountable.

5. More and more the success of our institution will be measured in terms of the "employability" of our graduates and given increased interest by business and industry in persons holding a master's degree, steps should be taken to strengthen graduate programs in order to make our students more competitive in the marketplace.

Organization and Administration III: Implement immediate measures which will allow Appalachian State University to maintain the controlled growth of the student body while taking positive steps to ensure that the overall quality of the institution and its academic product will not be compromised.

Institutional Purpose or Mission:

ASU's purpose states that it will "provide a liberal education for all its students." Our ability to provide a "quality" education to all students is based upon the resources available to the institution; and if our student body is allowed to grow at a greater rate than our resources, we cannot hope to accomplish this purpose.

Relevant Stage 5/6 Impact Statements (Organization and Administration sector):

Population 1, 2, 3, 4; Institutions/Government A.2, 3, C.1; Economy 3, 4; Human Settlements 1; Work 1; Lifestyles 1, 2; Equality C.1; also Stage 3/4 reports on Global Affairs and Participation.

Results:

1. Establish a more effective student recruitment program to attract better qualified students to ASU. Ways to help accomplish this could include:
    a) Work more closely with high school counselors to get information on the top 10% of the graduating classes and then make personal contact with these prospective college students.
    b) Establish a "faculty recruitment pool" in which interested faculty would participate by having personal contact with individual high school students and "sell" ASU's academic programs to them.
    c) Develop cooperative programs whereby ASU would offer free speakers to high school groups on relevant topics and then invite prospective students to campus for tours.
    d) Use student teachers and supervisors of these student teachers as ASU ambassadors to promote our programs.

2. Investigate alternative sources of support which will provide more funds for financial assistance to ensure a more competitive level in the years to come. The current level of funding for graduate assistantships should be increased since they are not currently competitive.

3. To enhance placement and career planning, the Office of Placement and Career Planning should be oriented to market ASU graduates in all disciplines more affirmatively. Ties between Placement and the academic departments should be strengthened by training placement personnel as to what the departments have to offer in the way of prospective employees and their qualifications.

4. The desire for lifelong learning and continuing education programs will create a greater emphasis on "restructuring" academic offerings to increase the scope of such programs in order to attract and retain students.

Organization and Administration IV: For the administration to be prepared to revamp the academic structure of the university in order to respond to a collegial organization which will more clearly emphasize and differentiate the academic programs, objectives, and interests in the natural, physical, mathematical, and technical sciences from those of the social sciences, fine arts, or humanities.

Institutional Purpose or Mission:

This objective is designed to strengthen the institutional purpose "to be cognizant of new knowledge and prepared to meet the challenge of new ideas," and to provide the vehicle necessary to reflect and implement programs which will best meet changing social needs and objectives.

Relevant Stage 5/6 Impact Statements (Organization and Administration sector):

Institutions/Government A.1; Lifestyles 4, 5; Participation 1; Stage 3/4 reports on Science and Technology and Goals.

Results:

The objective will be achieved when ASU has undertaken a reorganization of the collegial structure in order to respond to the complex problems and educational needs of the future and to create a more cohesive grouping of the academic disciplines.

Organization and Administration V: To provide the organizational structure and administrative leadership for the integration (combining) and enhancement of research functions and responsibilities under one unit which will be able to direct, coordinate, and promote these activities in the most efficient and effective manner possible.

Institutional Purpose or Mission:

The objective commits the university to further development of programs/activities which will advance the frontiers of knowledge through research. The primary commitment is to foster and promote research, scholarship, and creative ability as an essential and unique means of advancing knowledge and understanding.

Relevant Stage 5/6 Impact Statements (Organization & Administration sector):

Institutions/Government A.1; Economy 2, 7; Human Settlements 2; Lifestyles 4; Participation 1.

Results:

To undertake a revitalization of the area of university research services to bring under one unit resources, functions, and interests that could provide a cohesive thrust and direction for all research-related activities currently housed under numerous areas with no common direction. This would also eliminate overlap of responsibilities and give greater visibility and the impetus necessary to strengthen our commitment to research.

Organization and Administration VI: To implement programs which will promote and provide for the continued growth and development of ASU's faculty, staff, and students.

Institutional Purpose or Mission:

This objective will ensure the "personnel" resources necessary to carry out the university's purpose, which is dedicated to the total development of its constituency through programs of instruction, research, and service.

Relevant Stage 5/6 Impact Statements (Organization & Administration sector):

Population 1, 2; Institutions/Government A.1, C.1, 3; Economy 2, 6, 7, 8; Human Settlements 1, 2; Lifestyles 1, 3, 4, 7, 8; Equality A.1, B.1, 2, 3, 4, C.1.

Results:

1. Maximize, through all institutional channels, the priority employment of ASU faculty members for extension teaching, consultation opportunities, and other areas in which we can better utilize this valuable resource.

2. As the composition of the faculty and staff continues to diversify, the university should offer more assistance in the following areas:
   a) training programs to allow greater upward mobility and promote greater personal satisfaction in employment opportunities;
   b) adequate counseling personnel and facilities to assist employees in being better able to cope with personal and/or family crises;
   c) adequate child care facilities.

   Implementation of such assistance should not necessarily be "no charge" to those employees taking advantage of these benefits. If these were implemented on a "fee" basis, then not only should ASU offer such assistance to its employees but they should be expanded to include services for spouses as well.

3. Make the necessary changes to accommodate changing lifestyles and to adapt to a range of flexible lifestyle options (e.g., older students with families would necessitate changes in housing arrangements in order to facilitate their education).

4. Expand capabilities and support for faculty development.

For other objectives closely related to the concerns of this sector, see Purpose III; Financial Resources IV, V, and VI; Faculty V (C,D,E); Student Development Services I and II; and Research I.

Institutional Sector: EDUCATIONAL PROGRAM

Introductory Comment

There is, of course, no attempt in the following to state or restate the entire educational prospectus of the university. Rather, there is a statement of objectives which is a response to the special indications emerging from Stages 3/4 and 5/6 of the self-study. This committee took as its responsibility the generation of a series of objectives consistent with the assumption that the university's primary goal is to provide a high quality education for all of its students.

Excellence in education demands that the university, while being responsive to the demands of the marketplace, not be simply a passive reagent to those demands. On the contrary, the marketplace should and will be affected by the good educational institution. For example, a citizenry increasingly sensitized to the importance of sophistication in the use of value judgments will demand education in this connection. On the other hand, a citizenry whose educational institutions have failed to communicate to it any sense of importance in such matters is likely to become increasingly alienated from any but the grossest common valuational sensibilities and is increasingly unlikely to tolerate, much less to support, any deviation therefrom. Hence, educational objectives which reflect a desire for excellence are to be defined in relation to a tension between needs as reflected by popular demand and needs for educating popular demand.

In the light of these considerations, it is proposed that Appalachian State University develop within its curricular structure, as a matter of overall policy and in specific course offerings, the following objectives:

Educational Program 1: To provide for continuous engagement, among students and faculty, in critical exploration of values and ethics as these relate to both individual and social dimensions of life.

Institutional Purpose or Mission:

This objective is in accord with several commitments in ASU's statement of purpose: "To expand cultural horizons and develop appreciation of ethical and aesthetic values;" "To serve as a force for social improvement;" "To nurture an intellectual climate in which truth is sought and respected."

Relevant Stage 5/6 Impact Statements (Educational Program sector):

Institutions/Government C.3 (need for educational programs which meet the complex problems of the 1980s); Environment 1.c (pressure to alter curriculum to place a greater emphasis on preparing people to represent environmental interests to the body politic); Science and Technology 4 (scientific and technical issues will receive greater treatment with respect to the human impact of the energy crisis); Lifestyles 4, 5, 7 (need for additional course offerings or revisions to meet needs and problems caused by changing lifestyles); Goals 1, 3, 4 (need for continuous curriculum revision to assist the state and nation in responding to social and value changes; curriculum and instruction in the social sciences will expand citizenship and ethics training; need to address the problem of disintegrating community orientations).

Results:

This objective will be realized when it is embodied in the General Education Program as an aspect of guidelines for General Education; when no academic program requirements preclude the pursuing of this objective; when the university provides adequate structure(s) and resources for teaching and faculty/student dialogue in this area.

Currently, some major programs are so highly structured with requirements that, in effect, they are preemptive of the larger educational objectives of the university, including this present recommendation. For examples: a Music major may face as many as 78 hours of requirements; an Elementary Education program may require over 105 hours; Reading Education requires over 65 hours. If the objective stated here is to be realized there must be enough flexibility in major programs to allow for such things as capstone interdisciplinary courses at the junior and/or senior levels; courses in professional ethics in such areas as politics, business, medicine, scientific research, journalism, etc. Further, the university should support through specific funding annual public symposia on various topics relating to the complex issues of ethics and public life.

Educational Program II: To provide for education in cultural diversity, particularly as this relates to the continuing viability of American society as an ongoing experiment in cultural pluralism and as it relates to intercultural communication and understanding at the international level.

Institutional Purpose or Mission:

This objective is in accord with the following commitments in ASU's statement of purpose: "To expand cultural horizons and develop appreciation of ethical and aesthetic values;" "To serve as a force for social improvement;" "To provide a liberal education for all its students."

Relevant Stage 5/6 Impact Statements (Educational Program sector):

Institutions/Government C.3 (need for educational programs to meet the complex problems of the 1980s); Global Affairs 5, 7, 8 (need to increase understanding of world affairs by emphasizing international course offerings and increased study of foreign languages; need for elementary and secondary school teachers to be aware of political, geographical, and historical factors that influence the contemporary world scene); Economy 1 (demand for degree programs in international studies); Work 3 (growth of world markets will require professional and management personnel to become more aware of social, cultural, and economic trends in foreign countries); Lifestyles 4 (need for additional course offerings or revisions to meet needs and problems caused by changing lifestyles); Goals 1, 4 (need for curriculum revision to assist the state and nation in responding to social and value changes).

Results:

This objective will be realized when every college within the university has instituted course work and/or programs compatible with realizing this objective. For example, there needs to be a wide diversity of approaches to minority and multicultural studies.

Further, ASU will exert pressure to reverse the recent trend away from the study of foreign languages by seeking to enroll the majority of the student body in foreign languages courses. The advisement procedures will be crucial to the accomplishment of the latter goal.

Educational Program III: To provide for education with respect to the multifaceted problems and implications of human interaction with the environment, particularly inclusive of instruction which will raise the level of sensitivity to the complex network of value issues which are at stake in all environmental policies.

Institutional Purpose or Mission:

This objective is in accord with several commitments in ASU's statement of purpose: "To serve as a force for social improvement;" "To be cognizant of new knowledge and prepared to meet the challenge of new ideas;" "To expand cultural horizons and develop appreciation of ethical and aesthetic values."

Relevant Stage 5/6 Impact Statements (Educational Program sector):

Institutions/Government C.3 (need for educational programs which meet the problems of the 1980s); Environment 1, 2, 3 (pressure to alter curriculum to present a greater emphasis on how to deal with environmental problems); Economy 1 (demand for programs in the area of environment); Science and Technology 4 (greater attention to scientific and technical issues concerning the human impact of the energy crisis); Lifestyles 4 (need for additional courses or revisions to meet needs of changing lifestyles); Goals 1 (need for curriculum revision to assist state and nation in responding to social and value changes).

Results:

There will be intra- and interdepartmental course work whose major goal is to educate for a socially, humanistically responsible science and technology and for scientifically and technologically sensitive humanists. This means there will be a broadened emphasis on quantitative skills and the technological applications and methods of these skills and their limitations; and there will be broadened emphasis on the qualitative impact of environmental decisions. Ample opportunities to take such work will be provided in the curriculum, and no academic program requirements will preclude this objective.

Educational Program IV: To provide for elevation of the level of communication skills and the level of appreciation of the language arts.

Institutional Purpose or Mission:

This is in accord with ASU's purpose "To provide a liberal education for all its students" and "To serve as a force for social improvement."

Relevant Stage 5/6 Impact Statements (Educational Program sector):

Institutions/Government A.1, C.1, C.3; Environment 1.c; Lifestyles 1, 4; Equality B.2, C.3.

Results:

Every department will have instituted some program(s) which promotes language skills among its majors.

Educational Program V: To provide for a renewed commitment in the university's academic programs to meet the needs -- within our definition of mission -- of all elements of society.

Institutional Purpose or Mission:

This is in accord with ASU's purpose "To make its resources available to the people within its sphere of influence."

Relevant Stage 5/6 Impact Statements (Educational Program sector):

Population 1, 2; Institutions/Government A.1, C.1; Economy 2, 3; Science and Technology 5; Human Settlements 2, 3; Work 2; Lifestyles 2, 4; Equality A.1, B.1, 2, 3, C.2; Goals 1; Participation 2.

Results:

We will have established structures for determining and meeting the evolving educational needs of a multifaceted society with both traditional and nontraditional programs and both within the campus confines and by outreach programs. These structures will address, within the limits of our resources, special needs of, for example, older age groups; handicapped; underprepared; disadvantaged; highly motivated and talented students. Further, there will be specific programs for attracting exceptional and minority groups and faculty and administration in these same areas.

For other objectives closely related to the concerns of this sector, see Purpose II; Organization and Administration III and IV; Financial Resources V; Library V; Student Development Services II; and Special Activities V.

Institutional Sector: FINANCIAL RESOURCES

Financial Resources I: The university will institute a program of continuous reexamination of financial priorities.

Institutional Purpose or Mission:

If the university is expected to provide a broad range of offerings of educational programs, research, and services, within the limited means provided by its sponsors, it is imperative that those offerings be prioritized in terms of financial viability in order to maintain appropriate breadth and depth of educational programs.

Relevant Stage 5/6 Impact Statements (Financial Resources sector):

Population (societal trends) 1; Institutions/Government A.1, 3, B, C; Global Affairs 1; Economy 2; Goals 6; Participation 1, 4.

Results:

The Budget Advisory Committee, in consultation with the offices of Academic Affairs and Business Affairs, will develop a set of criteria to be applied by all segments of the university in setting financial priorities for programs, personnel, and capital improvements. These criteria would include (and define) factors such as demonstrated need, quality, and cost effectiveness.

Financial Resources II: The university will pursue rigorously a program of conservation of resources in order to offset the dwindling supplies of new money.

Institutional Purpose or Mission:

Because Appalachian State University is a public institution, and because part of its mission is to serve humankind, it is only appropriate that it serve as a model for the conservation of resources.

Relevant Stage 5/6 Impact Statements (Financial Resources sector):

Institutions/Government A.3, B; Global Affairs 1, 3; Environment 1, 2; Energy 2, 6; Economy 1; Science and Technology 3, 10, 12, 13; Goals 6; Participation 1.

Results:

Examples of the types of conservation that might be achieved are:

1. Systems will be developed for more efficient use of existing learning spaces, eliminating whenever possible those blocks of time when areas are heated or cooled but not used.

2. The university will curtail the proliferation of special use learning spaces which, because of their design and equipment, must lie unused for significant periods of time while still being heated or cooled.

3. The academic calendar will be rearranged to minimize fuel consumption during winter months.

4. Existing architecture will be modified for passive (possibly active) solar heating; new buildings will conform to latest energy-conserving styles.

5. More communication and interaction will be developed between higher administration and faculty with respect to budget matters.

6. All administrative offices will adopt by July 1982 a "management by objectives" approach to the performance of their functions in order to improve efficiency.

7. Accountability and cost-effectiveness criteria as rigorous as those applied to curriculum and faculty will be developed and applied to all administrative units by July 1982.

8. Efforts will be undertaken to facilitate the purchase of supplies and equipment from non-state contractors as well as state contractors.

Financial Resources III: The university will pursue a policy of reallocating resources rather than expecting funding for all new projects.

Institutional Purpose or Mission:

The university cannot in the future expect unlimited funding from its sponsors, both public and private, nor can it extract an undue proportion of its resources from its students. Therefore, if it is to provide the scope of services cited in the University Mission Statement, it is mandatory that reallocation procedures be developed as soon as practicable.

Relevant Stage 5/6 Impact Statements (Financial Resources sector):

Institutions/Government A.1, 3, 4, B.2, C; Global Affairs 1; Environment 3; Economy 2; Science and Technology 2, 8, 12; Work 4; Lifestyles 1-8; Equality B.2, C.1; Goals 6; Participation 1, 3.

Results:

Examples of the ways in which this objective can be achieved are:

1. Faculty will be allowed greater flexibility in obtaining direct compensation for outside funded research performed through the university.

2. The legislature will be apprised of the facts surrounding the need to shift resources as new needs develop in areas such as lifelong learning, education of the handicapped and learning disabled, remedial education, etc.

3. Where economies can be realized, funds will be shifted to programs that are able to utilize broadcast and/or correspondence modes of instruction.

4. The summer program will be revitalized by shifting to programs which will attract specialized clientele, such as is currently being done via the various camp programs and the Elderhostel program.

5. Proposals for new projects will address the question of whether the projects can be funded in whole or in part by the reallocation of resources.

Financial Resources IV: The university will plan to seek funds for "investment" (or multiplier) purposes, wherein a definite "payback" would be achieved.

Institutional Purpose or Mission:

The total development of the university's constituency can be accomplished only by involving that constituency to the fullest extent - in terms of financial support and expanded interaction.

Relevant Stage 5/6 Impact Statements (Financial Resources sector):

Global Affairs 2; Energy 4; Economy 1, 3, 4; Work 1, 3; Goals 1, 4; Participation 3, 4.

Results:

The following outcomes are illustrative of ways in which this objective can be achieved:

1. Resources and fund-raising personnel available to the Development Office and the ASU Foundation will be increased.

2. Released time and travel expenses to at least one faculty member per college, supervised by the Development Office, will be provided for the purpose of soliciting private funds for research, program development, and student scholarships specific to the areas of study in each college.

3. The payoff that can accrue by their investing in Appalachian State University will be publicized among businesses and industry.

4. Funds will be sought for energy and land use research not only to meet societal needs but to prevent spiraling energy costs from becoming too large a part of the university's budget. This will enable the university to become a consumer of regionally produced energy, food, services, and material resources.

Financial Resources V: The university will strive to assure an adequate level of funding by maintaining a high level of student enrollment while encouraging more diversity and excellence within the student body.

Institutional Purpose or Mission:

Because of the current practice of funding by FTE enrollment, the provision of educational programs, conduct of research, and offering of services presumes that the level of student enrollment will be high enough to maintain institutional viability.

Relevant Stage 5/6 Impact Statements (Financial Resources sector):

Population (societal trends) 1, 3, (values) 1, 2; Global Affairs 3; Economy 1; Human Settlements 1; Goals 2; Participation 2, 3.

Results:

The achievement of this objective can be measured by the following outcomes:

1. Additional resources and personnel will be provided to the Admissions Office for increased efforts in the area of student recruitment both within and outside the state.

2. Efforts will be intensified to achieve a reduction in the differential between in-state and out-of-state tuition, along with general increases in in-state tuition.

3. Academic scholarships for academically deserving students will be increased.

4. Funding requests will take into consideration headcount as well as FTE enrollment.

5. ASU will appeal to a more diverse student body by attempting to shed its regional university image.

6. The attractiveness of the Appalachian mountains as a living/learning environment will be promoted more intensively.

7. The number of out-of-state and international students will be increased.

Financial Resources VI: While keeping student fees as low as possible, the university will pursue a policy of shifting gradually a larger proportion of the financial burden of a college education to the person who will benefit directly therefrom -- the student.

Institutional Purpose or Mission:

The university exists for its constituency, therefore it follows that the constituency ought to be expected to bear part of the financial burden of its programs.

Relevant Stage 5/6 Impact Statements (Financial Resources sector):

Global Affairs 1, 3; Economy 1; Lifestyles 8; Equality B.2; Goals 2,3; Participation 3.

Results:

The achievement of this objective can be measured by the following outcomes:

1. In-state tuition will be increased gradually, beyond the rate dictated by inflation.

2. More realistic cost differentials among academic programs will be established and, where appropriate, higher prices will be charged for instruction in selected disciplines.

For other objectives closely related to the concerns of this sector, see Organization and Administration I and II; Library II; and Physical Resources VII.

Institutional Sector: FACULTY

Part I: Quality

Faculty I(A): Appalachian State University will make every effort to continue to maintain a quality faculty with varied talents and background.

Institutional Purpose or Mission:

This objective is in keeping with the goal "to maintain a faculty dedicated to teaching and scholarship."

Relevant Stage 5/6 Impact Statements (Faculty sector):

The impact statements demonstrating this most directly are those which show that a diversity of talents will be needed to take ASU into the 21st century. Equality A.3 stresses individual instruction capabilities, especially with handicapped students. Equality C.5 emphasizes that faculty must be competent in interdisciplinary efforts. Goals 6 emphasizes ability to give service to the region as an important strength of faculty persons. Despite the pessimistic wording of Human Settlements (societal trends) 5, ASU must make a greater effort to hire and retain black faculty members. ASU will continue to enjoy a large pool from which to draw faculty in some disciplines. In other disciplines there will be a dearth of candidates owing to more financially attractive offers from industry and other sectors. Lifestyles 1 discusses the desire of persons to locate in the sunbelt, to work longer until retirement, as well as the availability of more qualified women and minorities for employment. Careful committee homework will have to precede all hiring, as Energy 4 stresses it might become a financial burden to bring candidates to campus to interview for jobs. Global Affairs 2 discusses the likely increase in faculty age and length of faculty service.

Results:

This is an ongoing, maintenance objective which could be quantified in numbers and percentages, but should not be. Availability data should be examined by individual disciplines every five years.

Faculty I(B): Appalachian State University will make every effort to encourage meaningful and necessary research and publication efforts by faculty.

Institutional Purpose or Mission:

This objective supports ASU's commitment "to advance the frontiers of knowledge through research."

Relevant Stage 5/6 Impact Statements (Faculty sector):

The impact statements strongly supporting this are those that show an appreciation for the value of research and publication. Energy 3, 4 and Global Affairs 4, 5 imply that research and travel abroad or to present papers at professional meetings may have to come out of the faculty member's own hide. However, Environment 2 indicates that research into such things as orderly community development and energy efficient technology may be well funded and encouraged. Institutions/Government A.1 shows the kinds of research interests the federal government and private institutions are likely to support and encourage. Also, the creation of a federal Department of Education may well lead to greater research efforts concerning the goals and effectiveness of America's public schools. Doing research and producing publications may well become a necessity for faculty seeking tenure and promotion, as seen in Equality C.3 and Participation 5. Efficient secretarial pooling could aid in professional manuscript preparation. Although effective teaching will and should remain the faculty's primary responsibility, research and publication do contribute to lively and effective teaching.

Results:

This objective should not be quantified in a cumbersome manner by counting pages published in journals or the number of professional papers given by faculty members. However, research and publication should be a part of the reward system. The administration should encourage research and publication by providing released time and by hiring secretaries whose sole responsibility would be expert manuscript preparation (manuscripts over 50 pages would not automatically be done, so as to permit a sharing of secretarial time).

Faculty I(C): Appalachian State University will continue to encourage faculty to make important contributions to the community and region.

Institutional Purpose or Mission:

This objective is in keeping with ASU's purpose "to make its resources available to the people within its sphere of influence" and "to serve as a force for social improvement."

Relevant Stage 5/6 Impact Statements (Faculty sector):

The impact statements most clearly allied to this objective are those which indicate that ASU has the vision and capability to be truly committed to social service broadly defined and broadly sought. Goals 6 speaks of service to the surrounding area becoming more important as the faculty's interests are of necessity closer to home. Institutions/Government A.3 and Participation 5 indicate that administrative evaluation of faculty will stress more heavily community services and innovation in meeting essential human needs.

Results:

Appropriate and significant service should be considered in the rewards system. Such service can be effectively and fairly evaluated if it specifically draws on the professional expertise of the particular faculty member. Having service contributions be a significant factor in the determination of merit pay would be one way to help encourage fulfillment of this objective.

Faculty I(D): Appalachian State University will make every effort to see that faculty are on the cutting edge of their disciplines as well as broadly knowledgeable about concerns of society and their solutions.

Institutional Purpose or Mission:

This objective illustrates ASU's determination "to be cognizant of new knowledge and prepared to meet the challenge of new ideas," as well as "to serve as a force for social improvement."

Relevant Stage 5/6 Impact Statements (Faculty sector):

Relevant impact statements include Economy 3.c; Institutions/Government A.2 and C.1; Lifestyles 4; Participation 3, 4, 6; and Work 1.

Results:

Faculty must see themselves as continual students, as lifelong learners. Furthermore, acknowledging that mental and physical health go together, increased faculty emphasis on personal fitness and health should be encouraged. A system of regular sabbaticals after seven years of service by a faculty member should be instituted.

Part II: Societal Pressures

Faculty II(A.1): Appalachian State University will make contingency plans for appropriate faculty responsiveness to changes in population over the next decade. Projected decrease in the number of young people and increase in the number of older people make likely a shift in student constituency, necessitating faculty and program adaptability.

Institutional Purpose or Mission:

This objective is consistent with ASU's statement of purpose: "To make its resources available to the people within its sphere of influence."

Relevant Stage 5/6 Impact Statements (Faculty sector):

This objective is consistent with the impact implied in Lifestyles planning assumption A.1 ("The median age of the population will continue to rise through the '80s."). Also Lifestyles planning assumption C.1 ("The increased interest in lifelong learning of the '70s will continue to increase throughout the '80s with adults seeking to improve job opportunities as well as use their free time constructively."). Also consistent with Population (societal trend impact) 2 ("Faculty will need new skills for working with older age groups."). See also Human Settlements (societal trends) 4.

Results:

The procedure is to continue and expand throughout the '80s as need warrants the adult, off-campus, and nontraditional educational opportunities we have developed in the '70s. Recruitment of new faculty should be done with an eye to adaptability, and existing faculty should be provided with professional renewal opportunities to develop flexibility.

Faculty II(A.2): In view of the growing propensity for litigation, Appalachian State University will provide procedures and safeguards for the protection of the faculty.

Institutional Purpose or Mission:

This objective is consistent with the purpose statement: "To nurture an intellectual climate in which truth is sought and respected." Truth is many-sided. No one concern, not even the valid and desirable one of equal access to and subsequent achievement in higher education, should be allowed to overbalance all other considerations.

Relevant Stage 5/6 Impact Statements (Faculty sector):

This objective is strongly supported in Equality, planning assumption C, where the statement is made: "There will be pressures from parents, legislature, faculty, and students, demanding that everybody get equal rewards in higher education." This is followed by several more specific examples. Also, see Goals, planning assumption D.5: "Americans are now evidencing a near obsession with personal security.... In their quest to be free from the consequences of all calamity, Americans have necessitated that teachers, doctors, government officials, etc. purchase huge quantities of malpractice insurance."

Results:

The procedures for the university (or state) to follow would seem to be (1) to provide adequate and appropriate liability coverage for the faculty; and (2) to provide in-service education concerning the legal implications and responsibilities of faculty performance. (This has already begun, to some extent, through memoranda and council meetings.)

Faculty II(B.1): Appalachian State University will hold on to its special heritage of knowledge while responding to the multiplicity of society's concerns. Since the faculty are the primary interpreters and purveyors of this heritage, their views should be strongly considered in the setting of goals and policies.

Institutional Purpose or Mission:

This objective is consistent with ASU's statement of purpose: "To provide a liberal education for all its students."

Relevant Stage 5/6 Impact Statements (Faculty sector):

Support for this objective can be found in the impact statements such as Human Settlements 2 (impact of societal value shifts) and Equality C.1. See also Population, planning assumption 6, Societal Value Shifts: "Americans value education highly because it has been the path to upward mobility, to better-paying jobs. We do not value education because we have learned the joy of discovery or the exhilaration of new insights. Thus, the goals shared by most educators -- the development of the individual and of an effective citizenry -- are not often shared by others."

Results:

The means for achievement of this objective is through adequate organizational provision for the faculty's voice to be heard. What has been well begun in this regard at ASU should be developed and continued, as recommended in Objective V(A-E) of this report.

Faculty II(B.2): Appalachian State University will strive to build mutual respect and understanding in order to prevent any severe confrontation between the university and society as a whole.

The university must gently but firmly continue to assert its role as a leading force working toward the physical, intellectual, and aesthetic betterment of mankind. It must not abandon this role and become simply a mirror for society's more mundane and practical desires.

Institutional Purpose or Mission:

This objective is consistent with ASU's statement of purpose: "To serve as a force for social improvement."

Relevant Stage 5/6 Impact Statements(Faculty sector):

This objective is consistent with Human Settlements (societal value shifts impacts) 4: "As universities experience decreased respect among the population as a whole, faculty may experience more pressure for involvement in activities which contribute to positive institutional images."

Results:

The means to achieve this objective is through faculty organization and involvement significant enough to protect faculty image and interest and strong enough to forestall unionizing.

Faculty II(B.3): Appalachian State University will encourage and preserve in the faculty those ethical values necessary to the protection of individual rights and the fostering of individual responsibility. This is very important, otherwise we may educate very knowledgeable opportunists who know the price of everything and the value of nothing. A twofold goal of the university should be: competence and conscience.

Institutional Purpose or Mission:

This objective is consistent with ASU's purpose statement: "To expand cultural horizons and develop appreciation of ethical and aesthetic values."

Relevant Stage 5/6 Impact Statements (Faculty sector):

This objective is consistent with Goals 1: "As a consequence of planning assumption D.1 (intensified emphasis on the goal of creating a more responsible citizenry), recruiters of new faculty will increasingly find themselves having to focus on the moral qualities of potential ASU faculty members. Technical and scientific competence will not be enough to ensure hiring, even in traditionally 'value-free' areas of the university."

Results:

The procedure to achieve this objective should be primarily to emphasize the values and ethical implications of a liberal education, most especially fairness and the responsible pursuit of truth. Consideration should also be given to ethical qualities in recruiting and rewarding faculty, but tempered with discretion to avoid narrow interpretations of "morality." Potential illegality of such narrow interpretations would also be a deterrent to moral posturing. The problem is a delicate one, but the faculty itself, rather than the public or the administration, should take the initiative. The Professional Ethics Committee of the Faculty Senate provides a start, organizationally, but the matter goes far beyond mere rules or procedures.

Part III: Number and Composition of the Faculty

Faculty III(A): The university will sharpen the process to measure and evaluate the effectiveness of the faculty in an effort to keep the faculty professionally alive. Economic problems will tend to make the university environment a very attractive "refuge" even though salaries will remain low.

Institutional Purpose or Mission:

In an effort to meet the goals of ASU as defined in its statement of purpose, the university must seek and provide means to encourage continued academic growth among its faculty members. If excellence is to be maintained in teaching and if knowledge is to be extended and verified, the university must develop the process to provide financial resources as well as the leadership to evaluate and reward those efforts.

Relevant Stage 5/6 Impact Statements (Faculty sector):

Global Affairs 1 discusses this potential problem. See also Institutions/Government C.1-3 and Equality C.2.

Results:

There will be continued review of the faculty evaluation process with more administrative encouragement and concern being evident.

Faculty III(B): The university will avoid potential full-time/part-time conflicts.

There will be a larger pool of faculty members who would be willing to teach on a part-time basis. The potential problems, such as morale and exploitation of faculty, could negate any "short-term gains" derived from extensive use of part-time faculty. If part-time faculty are to be hired, careful precautions must be taken to see that no one is exploited in such situations.

Institutional Purpose or Mission:

In an effort to meet the goals of ASU as defined in its statement of purpose, the university must seek and provide means to encourage academic growth and excellence among its faculty.

Relevant Stage 5/6 Impact Statements (Faculty sector):

Goals 3 refers to this problem.

Results:

Any increase in the number of part-time faculty should be guided by sound educational justifications.

Part IV: Compensation and Availability

Faculty IV(A): In view of a declining real wage for most sections of the population, including faculty members, the university will strive to hold faculty loss in real income to an amount no more than the national average and will strive to increase "indirect" means of compensation.

Institutional Purpose or Mission:

This objective will be essential for meeting the institutional goal of "maintaining a faculty dedicated to teaching and scholarship."

Relevant Stage 3/4 Planning Assumptions:

This objective is addressed in the planning assumptions which maintain that there will be substantial inflation and that faculty salaries are unlikely to increase at the same rate. Economy 2 emphasizes this trend, as does Lifestyles 5.

Results:

Reporting on the success in meeting this objective should be the responsibility of the Vice Chancellor for Academic Affairs and should be done annually.

Faculty IV(B): The university will strive to acquire and maintain the best possible faculty in an era when resources are diminishing. In order to do this, the university will make every effort to expend as much of its budget as is possible on upgrading faculty salaries.

Institutional Purpose or Mission:

This is an absolute necessity for meeting the institutional goal of "maintaining a faculty dedicated to teaching and scholarship."

Relevant Stage 3/4 Planning Assumptions:

This objective addresses the planning assumptions which maintain that there will be substantial inflation and that faculty salaries are unlikely to increase at the same rate. Economy 2 emphasizes this trend.

Results:

Meeting this objective will require a critical examination of non-faculty expenditures, as well as innovative recruiting procedures for new faculty. Faculty salaries must be kept at reasonable levels. The Chancellor should report periodically to the faculty, informing them of the percentage of total university expenses incurred for non-faculty purposes, and reporting on all means being used to locate funding to shore up faculty salaries. The Vice Chancellor for Academic Affairs should report periodically to the faculty regarding the status of recruitment in the various disciplines vis a vis the level of salary ASU is able to offer.

Part V: Organizational Structure

Faculty V(A): Appalachian State University will strengthen and nurture the Faculty Assembly of The University of North Carolina as an effective means of providing meaningful and substantive faculty input to the President and his administration, to the Board of Governors, and to the State Legislature.

Faculty V(B): Appalachian State University will continue and encourage the development of the Faculty Senate as an effective voice in the governance of ASU.

Faculty V(C): The Faculty Senate will revise and refine the structure of university committees.

Faculty V(D): There will be more interaction between the various university councils and the Faculty Senate and faculty in general.

Faculty V(E): Appalachian State University will establish an elected committee of the faculty to advise the Chancellor regarding retrenchment issues.

Institutional Purpose or Mission:

A strong organizational structure for faculty can, either directly or indirectly, help ASU fulfill all the points in its official statement of purpose. Strong faculty organization would seem especially critical to help fulfill the following:

To nurture an intellectual climate in which truth is sought and respected.
To offer a liberal education for all its students.
To maintain a faculty dedicated to teaching and scholarship.
To advance the frontiers of knowledge through research.

Relevant Stage 5/6 Impact Statements (Faculty sector):

A number of projected trends in the impact statements point to the need for sound faculty organizations in the future:

1. The demands for productivity, accountability, and efficiency will, should they develop to any degree, require stout and sustained resistance if the university is not to be completely recast in the mold of a business corporation. Adopting positive elements from these demands, while yet resisting an over-reactive push which could destroy the university as a community devoted to scholarship, truth, and a balanced curriculum, will require a highly respected and effective system of faculty organization. See Institutions/Government B and C; Human Settlements (value shift impacts) 5; Goals 5; and Participation 1 and 5.

2. The thrust toward a career-oriented curriculum will, if it continues to gain momentum, provide a serious threat to the traditional and vital emphasis on a liberal education. The faculty will need to be effectively organized in order to resist this thrust by demonstrating that in the long run a balanced educational program, aimed at producing a well-rounded individual, is most likely to prepare one for a successful and rewarding career. See Equality C.1.

3. In some academic areas, the expanding pool of new Ph.D.'s prepared to teach and do research at a high level of competency will have an adverse effect on those who already have jobs, in that those who support the educational institution (most notably, the state legislature) will find it increasingly easy to demand more productivity and pay less for it. Not only will the faculty need to be thoroughly organized in order to counter this thrust; it will also need to think creatively in order to find ways to support research, keep salaries reasonable, provide the security which is so necessary to intellectual inquiry, etc. in an era of increasingly adverse circumstances. Conversely, in select academic areas there may not be enough trained personnel to fill adequately the need for faculty. For this reason, ASU may encounter difficulty paying individuals in these areas enough to attract them to ASU's faculty. Thus the expanding pool of Ph.D.'s in most areas may set the tone for policies in higher education that will make it extremely difficult for areas with an insufficient pool of candidates to fill important positions. See Global Affairs 1; Economy 2; Science and Technology 2, 4; and Equality C.3.

Results:

Objective V(A): While many specific things could be done to achieve this objective, the overall spirit of seeking, on a regular basis, input from university faculty when decisions are being made on a variety of issues would seem the key element for measuring the fulfillment of this objective. Currently, faculty input is sought only sporadically, and key decisions (e.g., the recent decision concerning retirement policy) are often made with little or no input from faculty. A yearly survey of faculty could indicate the degree of their satisfaction with faculty input.

Objective V(B): There should be a training program for newly elected senators, so that they can be better informed as they help make decisions about the university's affairs. Representative senators should regularly sit on key councils and committees, so that they may help keep the senate informed as to what is happening in the university. Administrators should more regularly consult the senate for its opinion on new matters that require decisions. An effort should be made to heighten faculty interest in having a voice via their faculty senators.

Objective V(C): While the Faculty Senate, which has the responsibility of creating, populating (as regards faculty seats), and abolishing these committees, is currently (1979-80) conducting an extensive review and revision of the committee structure, provision should be made for this to be done at periodic intervals. Since faculty often experience rather heavy committee assignments, the paring and streamlining of the university committee structure, when possible, should be encouraged.

Objective V(D): The councils need to be more responsive to faculty input and concerns and should actively seek faculty opinion. They should periodically report to the faculty. One faculty senator should serve on each council as a liaison between the senate and the council on which he/she serves. Furthermore, it would be good to conduct a study of the various university councils in order to discern how vital a function each performs and whether all are necessary.

Objective V(E): If all goes well, retrenchment may never be a problem at ASU. Nevertheless, such a committee could, prior to an actual condition requiring retrenchment, help set key policy issues, such as: what does (and what does not) constitute a state of financial exigency necessitating retrenchment; what procedures are to be followed in determining where cuts are to be made; what steps can be taken to ensure fairness to all and the preservation of academic freedom. Furthermore, if the problem of retrenchment does strike ASU, such a committee could be of invaluable assistance in both countering the financial and productive modes of thinking that will be so prevalent, and in helping keep the need for maintaining a balanced curriculum, a sound intellectual climate, and a dedication to sound teaching and scholarship in the forefront of all retrenchment considerations. This is most important since, in a retrenchment situation, the administration is likely to be under considerable pressure, both internal and external, to concentrate on those factors which do not necessarily enhance the maintenance of a sound educational institution.

For other objectives closely related to the concerns of this sector, see Organization and Administration VI and Research II.

Institutional Sector: LIBRARY

Library I: Library holdings will increase to keep pace with increased demands for additional resources and to meet ACRL standards; a minimum of 80 volumes per student (FTE) should be reached by 1990.

Institutional Purpose or Mission:

This objective is essential to more effective accomplishment of every pledge comprising the university's current statement of purpose, as well as to effective library support of institutional priorities in the future.

Relevant Stage 5/6 Impact Statements (Library sector):

Population (societal trends) 1, 2; Environment 1, 2, 5; Energy 2; Economy 3, 4; Human Settlements (societal trends) 3; Equality C.1; Participation 3.

Results:

The objective will be achieved when the current 44 volumes per student (FTE) has increased to 80 volumes per student (FTE).

Library II: In order to ensure adequate funding for the purchase of library materials:

- a. the yearly budget will show an increase reflecting the annual inflation rate;
- b. additional funding will be provided to support new programs approved during the preceding year;
- c. alternative means of funding will be sought by the library administration to supplement traditional funding;
- d. a separate budget item for audio-visual/media materials will be established.

Institutional Purpose or Mission:

This objective is essential to more effective accomplishment of every pledge comprising the university's current statement of purpose, as well as to effective library support of institutional priorities in the future.

Relevant Stage 5/6 Impact Statements (Library sector):

Institutions/Government C.3; Global Affairs 1, 2, 4; Environment 3; Economy 5; Human Settlements (societal trends) 2; Work 1.

Results:

- a. An inflation factor will be a permanent part of the budgetary formula for establishing the library material budget;
- b. No new programs will be established without adequate funds provided for the purchase of library materials of both a retrospective and future nature;
- c. The Learning Resources Committee will find alternative means of funding;
- d. There will be a separate item in the budget for the purchase of audio-visual/media material.

Library III: The library staff, in cooperation with the Learning Resources Committee, will develop an overall collection philosophy as the basis for a more systematic allocation of library resources among competing instructional, research, and extracurricular program needs.

Institutional Purpose or Mission:

This objective is essential to more effective accomplishment of every pledge comprising the university's current statement of purpose, as well as to effective library support of institutional priorities in the future.

Relevant Stage 5/6 Impact Statements (Library sector):

This objective is essential in view of the demands which new subject specialists and programs will make on library resources, as indicated in Population (societal trends) 1-3; Institutions/Government A.3, C.3, C.5; Environment 1, 2, 4; Energy 2; Economy 1, 3, 4; Human Settlements (societal trends) 3; Lifestyles 1-4; Equality B.1, B.2; Goals 3; Participation 2.

This objective is essential in view of increased costs anticipated for various types of library material, as indicated in Institutions/Government B.2; Global Affairs 1, 4; Human Settlements (societal trends) 2; Work 1; Goals 2.

This objective is all the more important because of prospects for limited library budgets, despite increased demands and costs, as indicated in Global Affairs 2; Environment 1, 3; Economy 5; Participation 4.

And this objective is important to the resolution of special problems relating to the distribution of library funds among competing interests in the university community, as indicated in Environment 3 and the Stage 3/4 Science and Technology report.

Results:

This objective will be achieved when the library staff, in cooperation with the Learning Resources Committee and academic departments, has explicity defined library collection policies in terms of overall goals and objectives and has developed and set in motion information-gathering procedures necessary to the implementation and to periodic reevaluation of these goals and objectives.

Library IV: Professional staff with expertise in the areas of subject specialization, systems design, foreign languages, and information retrieval will be added to library personnel to improve information services. Clerical staff with library technical skills will be increased to provide support services for the professional staff at a ratio of three to one.

Institutional Purpose or Mission:

This objective is essential to more effective accomplishment of every pledge comprising the university's current statement of purpose, as well as to effective library support of institutional priorities in the future.

Relevant Stage 5/6 Impact Statements (Library sector):

Environment 1; Human Settlements 3; Goals 3, 4.

Results:

This objective will be achieved when additional professional positions have been funded and filled with individuals having expertise in the areas of subject specialization, systems design, foreign languages, and information retrieval and when a staff-professional ratio of three to one has been met.

Library V: The library administration will be consulted by departmental curriculum committees concerning resources, present and potential, needed for the support of new and expanded programs, and the library will be represented on all academic policy committees that affect or are affected by the library.

Institutional Purpose or Mission:

This objective is essential to more effective accomplishment of every pledge comprising the university's current statement of purpose, as well as to effective library support of institutional priorities in the future.

Relevant Documents:

See 1971 Self-Study Report of the SACS Visiting Committee.

Results:

The library will have a permanent chair on the Academic Policies and Procedures Committee and will work with department chairpersons to provide input as to the adequacy of current holdings and funding for new course proposals.

Library VI: To provide better and more cost effective use of the library's resources, computer technology will be utilized in the development and implementation of a total library system consisting of Acquisitions, Cataloging, Serials, and Circulation Control.

Institutional Purpose or Mission:

This objective is essential to more effective accomplishment of every pledge comprising the university's current statement of purpose, as well as to effective library support of institutional priorities in the future.

Relevant Stage 5/6 Impact Statements (Library sector):

Institutions/Government B.1, B.2; Goals 3,4.

Results:

This objective will be achieved when the Associate Librarian for Technical Services has determined that the library has an operational, well maintained automated system for Acquisitions, Cataloging, Serials, and Circulation functions.

Library VII: In order to determine how best to use its resources, the library will conduct ongoing studies, including cost efficiency studies.

Institutional Purpose or Mission:

This objective is essential to more effective accomplishment of every pledge comprising the university's current statement of purpose, as well as to effective library support of institutional priorities in the future.

Relevant Stage 5/6 Impact Statements (Library sector):

This objective is essential in view of increased costs anticipated and limited budgets as indicated in Global Affairs 2; Environment 1, 3; Economy 5; Participation 4.

Results:

The University Librarian will hire a library consultant to study and report to the library administration, Learning Resources Committee and Vice Chancellor for Academic Affairs on the state of the library in 1985 and every five years thereafter.

Library VIII: In order to support faculty research and the information needs of the patrons of the library, the library will participate in on-line information retrieval networks and resource-sharing networks of a state, regional, or national organizational structure, such as the Center for Research Libraries and the National Periodicals Center System.

Institutional Purpose or Mission:

In that Appalachian State University pledges itself to advance the frontiers of knowledge through research and to nurture an intellectual climate, the need for additional resources is important and access to the resources of other institutions is necessary.

Relevant Stage 5/6 Impact Statements (Library sector):

Institutions/Government C.5; Human Settlements 1; Goals 4. This objective is also essential in view of increased costs anticipated and limited budgets, as indicated in Global Affairs 2; Environment 1, 3; Economy 5; Participation 4.

Results:

Faculty, students, and other patrons of the library will have rapid access to on-line information retrieval networks. Faculty, students, and other patrons will have access to the Center for Research Libraries, the National Periodicals Center System, and the resources of other institutions, organizations, and networks established for the sharing of resources.

Library IX: The library will provide improved access to its microform and government document collections through comprehensive indexing of those collections in the main card catalog, increased staff assistance to users, an increase in the number of microform reading machines, and more efficient repair and maintenance of microform equipment.

Institutional Purpose or Mission:

This objective is relevant to the realization of all elements in the statement of purpose, but especially to the university's pledge "to make its resources available to the people within its sphere of influence."

Relevant Stage 5/6 Impact Statements (Library sector):

Institutions/Government B.3, B.4.

Results:

This objective will be achieved when the Learning Resources Committee determines that comprehensive indexing of government document and microform collections in the main card catalog has been satisfactorily completed and when a survey among users of those collections, conducted by the Learning Resources Committee, indicates that 90% of users are satisfied with the level of staff assistance in those collections and with the total number, as well as maintenance, of microform readers available for research.

Library X: The library will seek to become the major repository for primary manuscript data on the Southern Appalachian region.

Institutional Purpose or Mission:

By preserving data on the qualities that have made this area unique and by providing a data base that would foster more academic research on the region, this objective would constitute a fulfillment of the university's "special" responsibility to serve the people of the region as well as of its general commitment "to advance the frontiers of knowledge through research."

Relevant Stage 5/6 Impact Statements (Library sector):

Human Settlements (societal trends) 4. Trends discussed in the Stage 3/4 Human Settlements report, especially A.2, A.7, B.2, B.4, and B.8 highlight the need to collect and preserve the unique original sources of Appalachian history and culture.

Results:

This objective will be achieved when the library's faculty includes a curator of manuscripts who will aggressively seek out the manuscript sources of Southern Appalachia and when facilities have been provided to properly house, preserve, and make accessible to researchers said manuscript sources.

Library XI: In order to meet adequately the changing demands on the library and its limited resources, the library's organizational structure and procedures will be designed so as to facilitate cooperative participation by library administrators, faculty, staff, and the Learning Resources Committee in management decisions that affect the library.

Institutional Purpose or Mission:

This objective is essential to more effective accomplishment of every pledge comprising the university's current statement of purpose, as well as to effective library support of institutional priorities in the future.

Relevant Stage 5/6 Impact Statements (Library sector):

Participation, Planning Assumptions (Stage 3/4), Part A and Participation 1.

Results:

The Learning Resources Committee will act in an advisory capacity to the University Librarian and Dean of Learning Resources and will meet on a regular basis with the library administration.

There will be an evaluative instrument developed and implemented to evaluate library faculty managers which includes assessment of staff opportunities for input into management decisions that affect the library.

Library XII: Procedures for library support of off-campus classes will be developed in several areas: funding to support needed resources as a separate budgetary item; modification of circulation policies to facilitate off-campus use of library materials; and necessary support (personnel and professional expertise) by Audio-Visual Services in providing for the development of instructional programs and telecommunications.

Institutional Purpose or Mission:

Appalachian State University is dedicated to making its resources available to the people within its sphere of influence and to the total development of its constituency through instruction, research, and service.

Relevant Stage 5/6 Impact Statements (Library sector):

Environment 4; Economy 1; Participation 2, 3.

Results:

The Vice Chancellor for Academic Affairs will have determined that the library administration, in consultation with Community Services and the Learning Resources Committee, has developed a separate budgetary item for the purchase of library materials for off-campus use and has developed more applicable circulation policies which consider the special needs of off-campus programs.

The Learning Resources Committee will have determined that Audio-Visual Services has provided the support needed for the development of instructional programs and telecommunications.

Institutional Sector: STUDENT DEVELOPMENT SERVICES

Student Development Services 1: The Student Affairs area of the university will be structured so as to offer most efficiently a wide range of high quality student services in order to enhance the total development of students as individuals and as group members.

Institutional Purpose or Mission:

The university statement of purpose states that "ASU is dedicated to the total development of its constituency through instruction, research and service."

Relevant Stage 5/6 Impact Statements (Student Development Services sector):

Institutions/Government B.3 (demand for more effective management techniques); Global Affairs 1 (inflation, slowed economic growth, and increased spending for national defense may decrease funds for Student Development Services and lead to a decline in quantity and/or quality of services), 2 (program and service demands will increase), 3 (International Student Affairs Office will have to be prepared for a more diverse contingent of students from abroad); Environment 1 (increased demand for on-campus activities because of energy shortages), 2 (Complementary Education will be required to provide increased activities related to energy self-sufficiency, environmental concerns, etc.); Energy 1 (need for energy conservation may necessitate a reevaluation and justification of programs), 3 (need for student activities during daylight hours to conserve power); Participation 1 (increased participation by students), 2 (Student Development Services will become more comprehensive in meeting the needs of all students), 3 (more political support for financial resources, better facilities, and better programming in Student Development Services), 4 (pressure on Student Affairs to prove productivity), 5 (increased emphasis on recreational activities and facilities designed to meet adult needs).

Results:

The achievement of this objective can be measured by the following:

1. The new Vice Chancellor for Student Affairs will study the administrative structure of his area and make recommendations for desirable changes.
2. A formula will be developed for the allocation of funds and staff to Student Affairs. This formula should be based on services delivered in relationship to student enrollment.
3. Expertise of faculty is used wherever possible in the Student Affairs program. Faculty should have released time or joint appointments (e.g., a faculty member with a law degree could advise SGA; a faculty member in journalism could advise The Appalachian).
4. Planning and program offerings will reflect an awareness of the changing composition of the student body, i.e., more older persons, foreign students.
5. The Vice Chancellor for Student Affairs will be sensitive to the style of delivery of student services.

Student Development Services II: Appalachian State University will seek to improve its program for student academic advisement and career counseling.

Institutional Purpose or Mission:

The university statement of purpose states that "ASU is dedicated to the total development of its constituency through instruction, research and service."

Relevant Stage 5/6 Impact Statements (Student Development Services sector):

Population 5 (greater emphasis on job opportunities); Institutions/Government A.3 and C.1 (greater demands on Placement Office and career development programs; computerization of placement); Economy 3 (need for career counseling); Science and Technology 3 (broadened contacts with industry in placement); 4 (need to monitor industry and business for satisfaction with ASU graduates); Lifestyles 8, 9 (increased importance of placement and counseling); Equality B.1 (minorities will need counseling services).

Results:

1. A study of the present advising system will be made and appropriate recommendations for improvement will be implemented.

2. Consideration will be given as to where the placement office should be located administratively for maximum effectiveness.

3. The Psychological Services Center, General College, and Placement Office will cooperate to provide entry level career counseling. The Psychological Services Center, Placement Office, and the departments will cooperate in career counseling after a student chooses a major.

4. There will be full utilization of the Computer Center to design and implement an integrated orientation, advising, and career counseling program.

Student Development Services III: The Psychological Services Center will be adequately funded, housed, and staffed to meet the counseling needs of students and to provide testing service to the university community.

Institutional Purpose or Mission:

The university statement of purpose states that "ASU is dedicated to the total development of its constituency through instruction, research and service."

Relevant Stage 5/6 Impact Statements (Student Development Services sector):

Economy 3 (career counseling will become a special need); Lifestyles 1 (as more older Americans return to campus, new programs may be needed to meet their varied needs), 3 (courses or workshops on human sexuality, decision-making, career-planning, parenthood, alcohol abuse, motivation for learning, assertiveness, etc. may be commonplace), 9 (need for greater attention to career counseling and career information); Equality A.1 and C.2-3 (the Psychological Services Center will feel the impact of "special students," developmental students, and handicapped students).

Results:

The achievement of this objective can be measured by the following:

1. The number of staff at the center will be equal to that recommended by national organizations as necessary for a quality program, i.e., one staff person per 1,000 students.

2. A preventive model of mental health services will be offered, especially in the areas of alcohol and drug abuse.

3. There will be an outreach program extending to residence halls and elsewhere on campus.

Student Development Services IV: Student Affairs will continue to administer a program of extra-class and co-curricular activities which enhances and illustrates the knowledge gained in the formal classroom, broadens cultural horizons, and creates international understanding and intercultural sensitivity.

Institutional Purpose or Mission:

The university statement of purpose states that "ASU is dedicated to the total development of its constituency through instruction, research and service."

Relevant Stage 5/6 Impact Statements (Student Development Services sector):

Institutions/Government B.2 (cultural programs will have to demonstrate that they meet the educational purposes of ASU); Global Affairs 3, 4 (a greater number of foreign students will necessitate the creation of some sort of administrative unit to handle International Student Affairs), 5 (cultural programs should include the whole international community); Environment 1 (demand for increased on-campus activities because of energy shortages); Lifestyles 4 (increased demand for intramural and internship programs); Work 1 (growth of world markets means management must become aware of social, cultural, and economic trends in foreign countries); Goals 3 (in each of the four types of organizations presently recognized by the Club Council, one should anticipate significantly higher levels of commitment and membership than are now the case).

Results:

The achievement of this objective can be measured by the following:

1. Students will be offered a wide variety of cultural experiences in the arts and encouraged to participate by properly coordinating publicity and scheduling.
2. An International Student Program will be established which will increase the foreign student enrollment at ASU. Facilitation of such a program will necessitate the cooperation of Food Services, Housing, Counseling, and Admissions.
3. Internship opportunities will be established in all areas of Student Affairs.
4. Residence halls will be operated as much as possible as living-learning laboratories emphasizing positive interpersonal relations, student advising, and educational programming.
5. The university will cooperate with student groups in their attempts to implement spiritual growth and development. However, no person or group should interfere with or inhibit individual freedom.
6. Volunteer service activities will be properly coordinated and encouraged.
7. Peer teaching and advising by properly trained peers will be utilized wherever possible throughout the university.
8. Internships will be available for qualified students in as many disciplines as possible.
9. A study will be undertaken to determine what should be the administative structure of the internship program.

10. Proper supervision will be given to student organizations in order that the opportunity for meaningful leadership experience in organization activity is assured.
11. Student publications will be properly supervised by the Publications Council.
12. The Student Union will be utilized to its fullest potential.

Student Development Services V: Appalachian State University will strengthen its structure for involving students in institutional government.

Institutional Purpose or Mission:

The university statement of purpose states that "ASU is dedicated to the development of its constituency through instruction, research and service."

Relevant Stage 5/6 Impact Statements (Student Development Services sector):

Participation 1 (Student Development Services will encourage even more participation of students), 9 (Student Development Services will continue to make special appeals toward selected advocacy group participation involving students, faculty, and administration).

Results:

The achievement of this objective can be measured by the following:

1. Student participation on university committees will be encouraged.

2. Student participation in departmental affairs will be welcomed and encouraged.

3. Student participation in institutional government will be monitored and recorded.

4. Students will receive some form of recognition for participation in institutional government (certificates and letters in placement file).

Student Development Services VI: Student Affairs will involve students in carrying out an effective judiciary system for the student body.

Institutional Purpose or Mission:

The university statement of purpose states that "ASU is dedicated to the total development of its constituency through instruction, research and service."

Relevant Stage 5/6 Impact Statements (Student Development Services sector):

Environment 2 (Complementary Education will be required to provide increased activities related to ... student leadership development); Lifestyles 3 (as traditional age students continue to focus on human rights/self-development/health, value practical knowledge, experiment sexually, use drugs, and disrespect property, student development experts may be called upon to initiate strategies to meet these varied and often conflicting needs).

Results:

The achievement of this objective can be measured by the following:

1. The judicial system will be decentralized so that all cases are not heard by the Student Court, therefore reducing the problem of case backlog. Students will have an active role in the judicial process at the residence hall level.

2. The student Attorney General and the Public Defender should exchange positions each semester in order to receive a well-rounded experience.

3. Students in residence halls will be encouraged to respect each other so that the enforcement role of the Residence Hall Advisor will be minimized.

Student Development Services VII: Appalachian State University will strive to maintain its policy of making aid available to academically and/or financially deserving students.

Institutional Purpose or Mission:

As the university attempts to serve its constituency, it is obligated to help the constituency take advantage of the services offered.

Relevant Stage 5/6 Impact Statements (Student Development Services sector):

Lifestyles 8 and Participation 1 (an ever increasing need for student financial aid).

Results:

The achievement of this objective can be measured by the following:

1. The Financial Aid Office will continue to exercise every reasonable method of determining student need.
2. The search for sources of funds for student aid will be a continuing process of the university administration.
3. The Financial Aid Office will receive early in each semester a report from university agencies that administer financial aid to students. This report will contain information about students on work-study and the number of hours assigned each student.
4. Dissemination of information concerning financial aid should be a continuing process to students, faculty, and administrators.
5. The Financial Aid Office will be adequately staffed.

Student Development Services VIII: University housing facilities will be operated more efficiently and in a manner which enhances and contributes to the learning program and to the general development of the student.

Institutional Purpose or Mission:

The university statement of purpose states that "ASU is dedicated to the total development of its constituency through instruction, research and service."

Relevant Stage 5/6 Impact Statements (Student Development Services sector):

Energy 2 (it will be necessary to bring student housing up to energy conservation standards); Equality A.2 (student housing and similar support services will be expected in the future, as in the past, to make alterations to existing and proposed structures on campus. Special programs for the handicapped student will become necessary and these will be costly to implement).

Results:

The achievement of this objective can be measured by the following:

1. Full-time residence directors will be employed and assigned to residence hall clusters.

2. Graduate students will be employed as assistant residence hall directors.

3. Training and evaluation of all residence hall staff will be a continuing process.

4. A continuing program of energy conservation will be employed in all residence halls.

5. A special effort will be made to increase the pool of residence hall staff applicants.

6. Housing will be administered by Student Affairs.

7. An environmental improvement program for residence halls will be studied and recommendations will be made for implementation.

Student Development Services IX: Students at Appalachian State University will be provided with better health services.

Institutional Purpose or Mission:

The university statement of purpose states that "ASU is dedicated to the total development of its constituency through instruction, research and service."

Relevant Stage 5/6 Impact Statements (Student Development Services sector):

Institutions/Government A.1 (attention to essential human needs of ASU students will continue and perhaps expand.... The new health center will make it possible for ASU students to receive preventive as well as emergency treatment); Goals 5 (the problem of poorly defined "responsibility for environmental health and safety" mentioned in the Student Development Services report will be exacerbated); Participation 6 (there will be increased concern for the improvement of student health services).

Results:

The achievement of this objective can be measured by the following:

1. The student infirmary will be staffed to meet standards of excellence set by national health organizations.
2. The Health Services staff will initiate and maintain an active preventive medicine and health education program.
3. Responsibility for environmental health and safety will be clearly designated.

Student Development Services X: The university will offer a campus recreation program, both structured and unstructured, which meets students' needs.

Institutional Purpose or Mission:

The university statement of purpose states that "ASU is dedicated to the total development of its constituency through instruction, research and service."

Relevant Stage 5/6 Impact Statements (Student Development Services sector):

Environment 1, Lifestyles 4, Goals 6, and Participation 6 (there will be increased demand for recreation and intramural athletic programs, programs for women and the handicapped, and programs for the nontraditional older student).

Results:

The achievement of this objective can be measured by the following:

1. There will be a new indoor complex designed for multipurpose recreational use.
2. The Office of Campus Recreation and Intramurals will be housed in Student Affairs.
3. There will be a lighted outdoor multipurpose recreation field.
4. Facility requirements will meet Title IX standards.
5. Student recreation programs will be adequately staffed.

Student Development Services XI: The university will provide a varsity sports program, facilities, and staff which conform to guidelines and regulations of the Southern Athletic Conference, the National Collegiate Athletic Association, and the Association of Intercollegiate Athletics for Women and which is consistent with the purpose of the university.

Institutional Purpose or Mission:

The university statement of purpose states that "ASU is dedicated to the total development of its constituency through instruction, research and service."

Relevant Stage 5/6 Impact Statements (Student Development Services sector):

Institutions/Government A.2 (non-essential services which do not meet the essential educational or human needs of students will be terminated or reduced to self-supporting status); Energy 1 (need for energy conservation may necessitate a reevaluation and justification of programs in relation to their intended purpose); Economy 5 (athletic programs would be affected by a decrease in funding and would have to be reevaluated and, if possible, put on a self-supporting basis); Participation 6 (increased emphasis on both intramural and intercollegiate athletics).

Results:

The achievement of this objective can be measured by the following:

1. The varsity program will be self-supporting.
2. The program will be well balanced among the sports offered.
3. A primary objective of the varsity program will be that all student athletes receive a good education.

For another objective closely related to the concerns of this sector, see Special Activities III.

Institutional Sector: PHYSICAL RESOURCES

Physical Resources 1: The university will make a commitment to the development of a comprehensive phased plan addressing campus beautification, sound land use planning, maintenance, energy use efficiency, and accessibility.

Institutional Purpose or Mission:

The campus should serve as a model physical setting designed to illustrate how the human experience can be enriched by living and working in a well planned and designed environment (i.e., a coordination of landscape, plant material, buildings, monuments, walks, etc.). In short, the university community ought to be able to use the campus and its surroundings as a comprehensive learning resource.

The university statement of purpose pledges Appalachian:
To expand cultural horizons and develop appreciation of ethical and aesthetic values.
To make its resources available to the people within its sphere of influence.
To serve as a force for social improvement.

Relevant Stage 5/6 Impact Statements (Physical Resources sector):

Population (societal trends) 2, (values) 2; Institutions/Government A.3, B.1, 3, C.1; Environment 1-5; Energy 1-12; Economy 1, 3; Science and Technology 7; Human Settlements 1; Lifestyles 1, 3-8; Participation 1; Recommendations from Institutions/Government Study Group; Recommendations from Student Development Services Stage 2 committee (Cultural Affairs section).

Results:

The implementation of this objective, which envisions an ongoing process, can be measured by the following:

1. The retention of a competent, dynamic Design Group (i.e., an association of architects, landscape architects, planners, interior designers, and structural/mechanical engineers) to work with faculty, staff, and administration in the development of a comprehensive phased campus beautification, maintenance, and energy use efficiency plan.

2. The staging of a series of retreats with the Design Group to formulate the comprehensive plan and to identify appropriate development phases.

3. The implementation of the first phase of the plan.

Physical Resources II: The university will institute a more efficient maintenance program for the physical plant through incorporation of new techniques and the development of a maintenance staff adequate to meet the needs of the physical plant.

Institutional Purpose or Mission:

The consensus of views regarding the next decade indicates that resources will be very limited. Therefore the overall mission of the institution to serve the needs of its constituency will be best served by maximum efficiency in properly maintaining existing facilities.

Relevant Stage 5/6 Impact Statements (Physical Resources sector):

Institutions/Government A.3; Global Affairs 1; Energy 1, 7, 11; Economy 1; Goals 1.

Results:

Indications of the achievement of this objective will be seen in higher overall levels of maintenance, e.g., implementation of a continuous computerized maintenance program including a bookkeeping and environmental data base, continued training of existing maintenance staff, and the hiring of needed additional personnel.

Physical Resources III: The university will establish itself as a leader in controlled energy use and develop a model demonstration campus for alternative energy sources.

Institutional Purpose or Mission:

The university's ability to meet all of its pledges is affected by its response to the future of energy, and its response will illustrate the institution's support for the goals of serving "as a force for social improvement," preparedness "to meet the challenge of new ideas," and "to advance the frontiers of knowledge through research."

Relevant Stage 5/6 Impact Statements (Physical Resources sector):

Impact statements related to energy either directly or indirectly can be found in almost every societal area concerned with physical resources. The importance of energy is underscored by the fact that energy is singled out for special consideration as a separate societal area. For specific references see Institutions/Government A.2; Environment 4; Energy 4, 5, 6, 10; Economy 1; Science and Technology 1-4, 7, 10, 11; Lifestyles 5; Goals 1.

Results:

Measures taken by ASU which will indicate realization of this objective include:

1. Energy monitoring and audits of existing buildings.

2. Implementation of a campus-wide computerized Energy Management System with a full-time coordinator.

3. A formal design policy regarding future structures which ensures all possible advantages of energy conservation (passive solar, more insulation, fewer windows, etc.).

4. Maintenance of a university transportation system locally and charter arrangements regionally and beyond.

5. Termination of the sole dependence on petroleum fuel.

6. Education of state agencies responsible for building standards, etc. as to the special energy needs of ASU given the severe climate of northwestern North Carolina.

Physical Resources IV: Appalachian State University will improve its communication facilities.

Institutional Purpose or Mission:

Improved communications can save not only time and money on campus, but may also improve the university's regional coverage (i.e., television production), thereby further extending the institution's resources to those within its sphere of influence.

Relevant Stage 5/6 Impact Statements (Physical Resources sector):

Population (values) 1; Institutions/Government C.2; Science and Technology 6, 9; Participation 2; Recommendations from Department of Educational Media self-study.

Results:

The first step necessary to fulfill this objective will be completion of the campus wide coaxial cable facility which will facilitate the operation of the energy management system, interactive computer terminals across campus, and campus cable television reception. Full realization of the objective would occur with the construction of a microwave relay tower for live television production and extended radio coverage. This would make possible educational programming in homes, possibly replacing some existing field-based programs.

Physical Resources V: The university will mount a conscientious campaign to acquire the Dougherty family house and property and develop a plan to use the house as an alumni/information center or as a museum/gallery.

Institutional Purpose or Mission:

Acquisition of such a structure and the development of a museum/gallery will expand cultural horizons, develop appreciation of aesthetic values, and provide new resources to the community at large.

Relevant Documents:

The need for such a facility is addressed by the recommendations from the Stage Two committee on Student Development Services (Cultural Affairs section).

Results:

Acquisition would indicate initial success.

Physical Resources VI: The university will identify desirable tracts of property and develop a plan for acquiring those parcels deemed appropriate for use as recreation areas, open spaces, or potential building sites.

Institutional Purpose or Mission:

Some purchases of land may be necessary in order to maintain a physical plant which is adequate to serve fully the stated pledges of the ASU statement of purpose.

Relevant Stage 5/6 Impact Statements (Physical Resources sector):

Population (values) 2; Environment 1, 5; Lifestyles 7, 8; Recommendations from Stage Two committee on Student Development Services (Cultural Affairs section).

Results:

Achievement of this objective will occur when a plan for such acquisitions is adopted.

Physical Resources VII: Program demands, as reflected in long-range projections, will be given prime emphasis in setting capital expansion priorities.

Institutional Purpose or Mission:

Forecasts indicate stabilizing enrollments and growth in certain fields such as science and technology. Therefore ASU will have to adjust its facilities to prevent crowding and maintain efficiency in order to provide the quality education the institution pledges.

Relevant Stage 5/6 Impact Statements (Physical Resources sector):

Global Affairs 1; Science and Technology 8· Work 1, 2.

Results:

Coordination of the establishment of capital improvement projects priorities with long-range planning projections.

Physical Resources VIII: Increased importance will be placed upon transportation resources in future program planning.

Institutional Purpose or Mission:

Providing the level of education pledged by the institution often requires travel away from the rather isolated ASU campus. Future planning will have to maximize the efficiency of such travel.

Relevant Stage 5/6 Impact Statements (Physical Resources sector):

Institutions/Government A.2, 4; Science and Technology 2, 4; Lifestyles 2; Goals 5; Participation 2.

Results:

1. A shift to diesel and electric cars and to generally more efficient vehicles; improved maintenance of vehicle fleet by Motor Pool.
2. Development of a system whereby one office is responsible for coordinating all university travel so optimum efficiency is achieved in use of university vehicles.

Physical Resources IX: The university will improve its recreational facilities.

Institutional Purpose or Mission:

Recreational and physical education programs are a part of the liberal education which ASU pledges to provide for all of its students.

Relevant Stage 5/6 Impact Statements (Physical Resources sector):

Population (values) 2; Environment 5; Economy 3; Lifestyles 8.

Results:

1. Additional indoor recreational facilities will be provided.
2. Reconversion of some interior parking areas to playing fields or open space.
3. Facilities for female students comparable to those provided for males.
4. The exercise of appropriate concern for the environment whenever changes are made in campus facilities.

For other objectives closely related to the concerns of this sector, see Organization and Administration I and Special Activities IV.

Institutional Sector: SPECIAL ACTIVITIES

Special Activities I: The university will seek to provide a broad range of continuing education services to the people of the region and state in a manner that is academically sound and is consistent with the role and purpose of a university.

Institutional Purpose or Mission:

This objective is consistent with ASU's purpose (to "make its resources available to the people within its sphere of influence"), with ASU's "special responsibilities" to the people of the region, and with the specific mission of the university as it focuses on the provisions requiring a broad range of programs, both on-campus and field-based.

Relevant Stage 5/6 Impact Statements (Special Activities sector):

The following impact statements suggest a growing demand for continuing education in the 1980s: Population 1; Institutions/Government A.1-3; Environment 1, 2, 3; Economy 2; Science and Technology 2, 3, 4; Work 1-4; Equality A.1, C.1, 2; Goals 2; Participation 1, 3, 7, 8.

Results:

This objective will be achieved when the following goals have been met:

- The colleges have identified those experiences (courses) in their curricula which might fit into the off-campus setting.
- Community Services has found ways to reduce the instructional load off-campus so that the quality of faculty-student time can be maximized.
- The colleges staff off-campus work with their best qualified faculty.
- Community Services utilizes the skills and expertise of field supervisors in assessing the educational needs of the region.
- The colleges have developed programs aimed at all age levels of adults and their continuing education needs.
- Community Services projects an image that is oriented toward academic and educational excellence rather than financial return.
- The colleges have developed programs which will help people redefine careers and become suited to new career opportunities.
- The university encourages educational agencies to emphasize work in higher education for recertification.

Special Activities II: The university will provide academically sound continuing education services to the people of the region and state in a manner that is as efficient as possible -- administratively, fiscally, and otherwise.

Institutional Purpose or Mission:

This objective is consistent with the university's mission and purpose in terms of dedication to the total development of its constituency and special responsibilities to the region through the offering of continuing education activities.

Relevant Stage 5/6 Impact Statements (Special Activities sector):

The following impact statements address future demands for the efficient delivery of continuing education services: Population 1.b; Institutions/Government A.3, B; Environment 3, 4; Energy 3, 5; Economy 2; Science and Technology 1, 2; Equality B.4; Goals 1; Participation 5.

Results:

This objective will be achieved when the following goals have been met:

-Designated and defined satellite teaching centers are developed off-campus in central locations in the region with on-base instructional resources and diverse media services. These centers might be in conjunction with the College of Learning and Human Development Teaching Centers and selected community colleges.
-The university purchases more fuel efficient vehicles for field and extension use.
-Community Services schedules off-campus activities in a manner which will permit several faculty to travel together.
-The university works toward state recognition of off-campus FTE's and a state funding formula based on these FTE's.
-The university seeks to discourage the state from creating arbitrary geographic boundaries to program delivery. Quality of the program, consumer choice, and need should be the primary considerations.
-Community Services continues to monitor overhead costs in continuing education and passes any savings on to the students and faculty.
-The university raises faculty salaries to levels commensurate with the instructional demands of extension.
-Community Services develops more effective ways to communicate midlife educational opportunities to the public.
-Community Services develops more effective ways to communicate the educational resources ASU has to offer the public.
-The university explores the possibility of setting up a shuttle bus service to campus from larger population centers or to satellite teaching centers.

Special Activities III: The university will provide throughout the entire year a broad spectrum of cultural activities reflecting the region, the nation, and the world.

Institutional Purpose or Mission:

This is consistent with ASU's purpose ("to expand cultural horizons"), its "special responsibilities to serve the people of the region" and its specific mission "to offer service to the region, state, and society in the form of...cultural and recreational activities and facilities shared with the citizens of the state and region in a manner consistent with its academic programs."

Relevant Stage 5/6 Impact Statements (Special Activities sector):

The following impact statements address ASU's cultural activities: Population 1; Global Affairs 1; Work 1, 3; Lifestyles 1; Goals 1; Participation 1, 4, 8.

Results:

This objective will be achieved when the following goals have been met:

- Establishment of a summer artist and lecture series for the public and student body, thus enlarging the cultural opportunities available in northwest North Carolina during the summer vacation season. Internal resources should be used whenever possible.
- Establishment of a foreign film series/festival to supplement local offerings.
- Inclusion of more non-western cultural events so as to bring more of the world to Boone.
- Advertisement of cultural events beyond the ASU community to more of the region.

Special Activities IV: The university will provide adequate facilities for the performing arts and other cultural activities.

Institutional Purpose or Mission:

This is consistent with ASU's purpose ("to expand cultural horizons"), its "special responsibilities to serve the people and the region in which it is located" and its specific mission "to offer service to the region, state, and society in the form of...cultural and recreational activities and facilities shared with the citizens of the state and region in a manner consistent with its academic programs."

Relevant Stage 5/6 Impact Statements (Special Activities sector):

Energy 5; Participation 1, 4.

Results:

This objective will be achieved when the following goals have been met:
- Correction of the inadequacies of Farthing Auditorium to make it a first-class facility.
- Construction of a theater; renovation of an auditorium for film showings.
- Establishment of an art gallery for exhibition and the building of a permanent collection.
- Establishment of an Appalachian museum facility.

Special Activities V: The university will seek to provide facilities, financial assistance, and other opportunities for students and faculty to engage in international studies.

Institutional Purpose or Mission:

This objective is consistent with ASU's purpose ("to provide a liberal education for all its students" and "to expand cultural horizons").

Relevant Stage 5/6 Impact Statements (Special Activities sector):

Global Affairs 1, 2; Energy 1, 3; Lifestyles 1.

Results:

This objective will be achieved when the following goals have been met:

- Expansion of the contact between ASU students and persons from other cultures through (a) increased opportunities for study abroad and (b) increased numbers of foreign-born students and faculty on the ASU campus.
- An increase in the number of on-campus courses of an international nature, including (a) an expansion of career-oriented programs combining professional studies with language and culture training and (b) the development of comparative studies of subject matter by examining topics from the perspective of other cultures and geographic regions of the world.
- Development of additional opportunities for (a) students to gain practical experience in their chosen field through internships in other nations and (b) faculty to conduct research and provide teaching assistance outside the United States.
- Establishment of centers for multidisciplinary study in Latin America and Western Europe for ASU students and faculty.
- Strengthening of the services of the Office of International Studies through (a) an expansion of the advising services currently offered, (b) continued investigation of opportunities to cooperate with other universities in international studies activities, and (c) an increased effort to seek funding for the university's international studies activities.

Special Activities VI: The university will seek to integrate the facilities of the Center for Continuing Education into the life of the university at large.

Institutional Purpose or Mission:

This objective is consistent with ASU's purpose ("to make its resources available to the people within its sphere of influence") and the mission of the university in that it seeks to increase through the Center for Continuing Education the involvement of various populations looking to ASU as their university in this region.

Relevant Stage 5/6 Impact Statements (Special Activities sector):

Energy 1; Science and Technology 4; Work 2, 3, 4; Lifestyles 1; Participation 7.

Results:

This objective will be achieved when the following goals have been met:

- The Center for Continuing Education facilities are made more accessible to the entire university community.
- More state funding is sought and a sliding fee schedule based on ability to pay and the nature of the organization is developed so that activities which are low budget can afford to use the center's facilities.
- Current plans for the Center for Continuing Education are complemented by purchasing the Daniel Boone Hotel and developing it into (a) an arts center for the community, (b) a faculty club, and (c) rooms for visitors to the campus.
- The CCE is enlarged to the degree that it will enable ASU to attract larger groups (500-1000) to the campus.
- There is established within each academic college a liaison person to bring about greater involvement of the CCE in the academic life of the university.

Special Activities VII: The university will continue to provide an environment which is open and conducive to special projects which are of service to the people of the region, state, and nation.

Institutional Purpose or Mission:

This objective is consistent with ASU's purpose ("to serve as a force for social improvement" and "to make its resources available to the people within its sphere of influence"), as well as with its specific mission as it focuses on the provisions requiring a broad range of programs.

Relevant Stage 5/6 Impact Statements (Special Activities sector):

Population 1; Institutions/Government A.2; Global Affairs 1; Environment 1, 2; Economy 1; Work 2, 3, 4; Lifestyles 1; Equality A.1, C.1, 2; Goals 2,3; Participation 1, 2, 3, 6, 7.

Results:

This objective will be achieved when the following goals have been met:

- The institution continues to reflect a commitment to special programs such as the Oral History Project and the Earth Studies Program.
- The university continues to support faculty-initiated projects such as those focusing on the talented and gifted children of the state (e.g., Summer Science Program for the Talented and Gifted).
- The institution continues to reflect a commitment to the entire population through such activities as the "504" Committee.
- The university continues to support its camp programs and directs their activities towards all groups.

For other objectives closely related to the concerns of this sector, see Faculty I(C) and II(A.1); Library X and XII; Physical Resources IV; and Graduate Program II and IV.

Institutional Sector: GRADUATE PROGRAM

Graduate Program I: Appalachian State University will strive to maintain graduate enrollment at, or above, current levels.

Institutional Purpose or Mission:

The university is expected to offer quality "preprofessional and professional education to all those students who desire it" and who offer high promise of success in graduate studies. Its specific mission includes the responsibility of providing "graduate and professional offerings in areas where there is a demonstrable need."

Relevant Stage 5/6 Impact Statements (Graduate Program sector):

Global Affairs 3, 4; Environment 1; Energy 1, 2; Economy 1; Science and Technology 1; Human Settlements (societal trends) 1, 2; Work 1; Lifestyles 1-5; Equality B.2, 3; Goals 2, 3.

Results:

This objective will be achieved if the graduate program maintains or increases its enrollment over the coming decade.

Graduate Program II: The Graduate School will increase its flexibility in order to adjust to changing academic, student, and constituent needs.

Institutional Purpose or Mission:

The university purpose includes the following commitments: "To offer, within the scope of its programs, preprofessional and professional education to those students who desire it;" "To make its resources available to the people within its sphere of influence;" and "to serve as a force for social improvement." Its specific mission includes the responsibility of providing "graduate and professional offerings in areas where there is a demonstrable need."

Relevant Stage 5/6 Impact Statements (Graduate Program sector):

Population (societal trends) 1, 2; (value shifts) 1; Institutions/ Government A.1, B.2, C; Global Affairs 1, 2; Environment 1; Economy 2, 4; Science and Technology 1, 2; Human Settlements (societal trends) 1, (value shifts) 2; Work 1; Lifestyles 1, 4, 5; Equality C.1-3; Goals 1, 2, 5; Participation 2, 3.

Results:

This objective will be achieved when the graduate program:
1. has developed a comprehensive review process for graduate programs;
2. has developed and maintains a liaison with community services;
3. has developed and maintains a means of assessing and reacting to current and projected trends in the market and service spheres of the community.

These programs are already in place, but should continue to develop and grow in sophistication through the 1980s.

Graduate Program III: Appalachian State University will increase funding for graduate assistantships and scholarships and for graduate research.

Institutional Purpose or Mission:

The university is expected "to make its resources available to the people within its sphere of influence;" "to maintain a faculty dedicated to teaching and scholarship;" and "to advance the frontiers of knowledge through research."

Relevant Stage 5/6 Impact Statements (Graduate Program sector):

Population (societal trends) 3, 4; Institutions/Government A.1; Global Affairs 3; Environment 1, 2; Economy 3; Science and Technology 2; Equality C.1; Goals 4.

Results:

This objective will have been reached when the amount of funding for student support and research is, in the opinion of the Graduate Dean and the Graduate Council, adequate for the needs of the university. One indicator of this might be a reduction in overall teaching loads for graduate faculty.

Graduate Program IV: Appalachian State University will develop and encourage nontraditional graduate degree programs. Such degree programs might include:

1. inter-university programs leading to a doctoral degree;
2. increased use of summer workshops;
3. international programs making use of satellite telecommunications systems.

Institutional Purpose or Mission:

The university is expected "to offer, within the scope of its programs, preprofessional and professional education to those students who desire it;" "to be cognizant of new knowledge and prepared to meet the challenge of new ideas;" and "to expand cultural horizons and develop appreciation of ethical and aesthetic values."

Relevant Stage 5/6 Impact Statements (Graduate Program sector):

Population (societal trends) 1, 2, (value shifts) 1,2; Institutions/Government A.1; Global Affairs 1,2; Environment 1; Energy 1, 2; Economy 4; Science and Technology 2; Human Settlements (societal trends) 1, 2; Work 1; Lifestyles 1-5; Equality C.1-3; Participation 2, 3.

Results:

This objective will be achieved when the graduate program:

1. has developed and maintains a liaison with community services;
2. has access to the technological systems needed to support "remote" studies;
3. has developed liaisons and joint agreements with other cooperating universities.

For another objective closely related to the concerns of this sector, see Research II.

Institutional Sector: RESEARCH

Position Statement

The primary mission of any university is to convey knowledge and conduct scholarly research. Instruction characterizes the responsibility of the university to convey existing knowledge to successive generations of students. Research characterizes the responsibility of the university for contributing to this reservoir of knowledge. Instruction and research are thus complementary, not competitive. In fact, one could argue that without scholarly inquiry there would be nothing to teach in the classroom. Are we at ASU to sponge off the existing body of knowledge or exercise our responsibility as a university and contribute to the continuing search for truth and knowledge? The answer is clear if we want to be a university in substance rather than a university in name only.

The decision to emphasize quality classroom instruction during the rapid growth period in the 1970s was successful in terms of student recruitment. The surplus of faculty in many disciplines during the '70s allowed ASU to employ highly qualified faculty with diverse research interests and skills. Because of the course loads and lack of funding for research, these interests and skills were not utilized to their potential. In order to recruit and maintain a qualified faculty during the '80s, we must provide a structure and environment that encourages and rewards research activity. Otherwise, we will lose some of our best faculty and be unable to recruit faculty of equal quality. Also, to strictly emphasize teaching signals the Board of Governors and the State Legislature that ASU is solely a teaching institution and they will fund us accordingly. With the predicted decline in enrollment, this strategy is ill-advised. We must demonstrate to the taxpayers of the state (especially those in our region) that ASU is capable of producing quality research.

The fruits of scholarly inquiry can, among other places, be picked up in the classroom. The stimulating process of research activity can have a very positive effect on classroom activity (discussing new ideas with the students, keeping up-to-date with the latest work in one's field, presenting one's work in the classroom, etc.). ASU's emphasis on quality teaching is well known. Yet the university has not developed a reliable tool for measuring exellence in the classroom. How do we know we are accomplishing our stated objectives? In our preoccupation with instructional activity, we have overlooked the principle that sound classroom performance has a research base both in the delivery and evaluative phases.

In summary, now is the time for research to be elevated in priority in order for research to meet the challenges of the 1980s. The following objectives are proposals by which research can be elevated in the 1980s.

Research I: The university will develop an effective administrative structure for the advancement of research.

Institutional Purpose or Mission:

In its statement of purpose, ASU pledges "to advance the frontiers of knowledge through research." The mission statement includes research as one of the three main missions of the university and commits ASU to "conduct research and promote scholarship as a basis for instruction... and as an essential and unique means of advancing knowledge and understanding."

Relevant Stage 5/6 Impact Statements (Research sector):

Institutions/Government A.3, 5, B.2, C.1, 2, 4; Global Affairs 2; Environment 4; Economy 2, 5; Human Settlements 1; Work 1, 2; Lifestyles 5, 6; Participation 1.

Results:

Establishment of a Center for Research Development which has the following goals and objectives:

a. seek to increase university resources allocated to research;

b. provide a more conducive environment for research at ASU;

c. coordinate research support services and resources at ASU;

d. provide information on and seek grants from private funding sources to increase the level of external support for research;

e. upgrade the expertise of present faculty to increase the number of research activities;

f. promote and publicize all research activities;

g. develop inter-institutional institutes with other universities;

h. develop cooperative research programs with business and industry;

i. establish an award for the outstanding researcher.

Research II: The university will elevate the importance of research activities at Appalachian State University.

Institutional Purpose or Mission:

One of the three main purposes of this institution is "to advance the frontiers of knowledge through research." Hence research should be elevated to the same level of importance as instruction and service.

Relevant Stage 5/6 Impact Statements (Research sector):

Institutions/Government A.1-5, B.1-2, C.1-2; Global Affairs 1-3; Environment 1-5; Economy 1-5; Human Settlements 1; Work 1-2; Lifestyles 1, 3, 5, 6; Equality C.1; Goals 2, 3; Participation 1.

Results:

1. Stipends for graduate study will attain equivalence with those at commensurate universities in order to entice more highly qualified graduate students to attend ASU.
2. Stipends for graduate work will be allocated to those departments with consistent production of scholarly research published in refereed journals (or an equivalent productivity in fields in which performance, exhibition, or other measures of productivity are relevant).
3. Graduate programs that demonstrate little or no research productivity or produce few graduate students will be eliminated.
4. A Research Assistantship Program will be established with RA's allocated to graduate programs with demonstrated research productivity.
5. Internship programs that facilitate research productivity will be developed.
6. Graduate students and faculty will be encouraged to obtain external funding for research (e.g., Sigma Xi Graduate Student Research Grants).
7. Research activities at a level of one publication per faculty member per every three years (the present university average) will be achieved in each department.
8. There will be regular utilization of scheduling formulas that facilitate and encourage scheduling (by chairpersons) which will reduce "in class time" and "number of preparations" for productive researchers.
9. A larger portion of instructional budgets will be allocated regularly to graduate-level and research-oriented supplies and equipment.
10. "Promise of continued research or scholarly activity" will be a major criterion in hiring new faculty.
11. Research productivity by all faculty will be encouraged by: (a) initiation of a system of post-tenure review; and (b) use of research productivity as a major criterion in evaluations of merit pay increase, retention, and promotion.

For other objectives closely related to the concerns of this sector, see Organization and Administration V; Faculty I(B); and Library VIII and X.